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A Monthly Magazine of Educational Topics and School Methods



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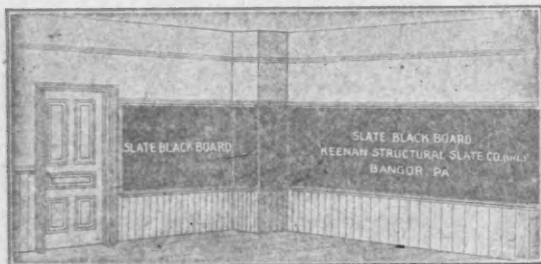
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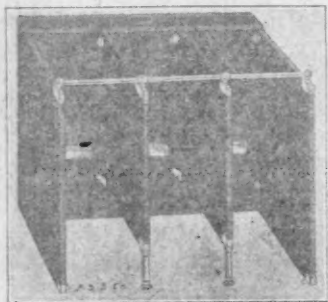
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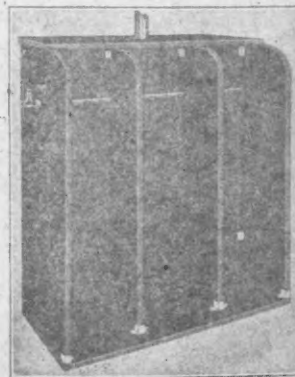
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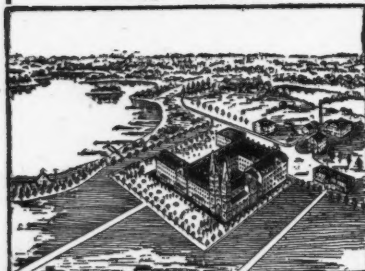
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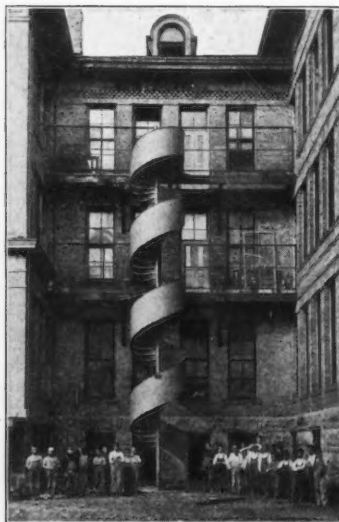
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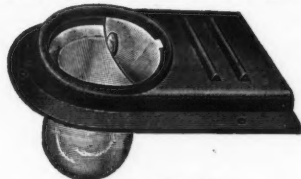
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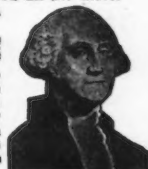
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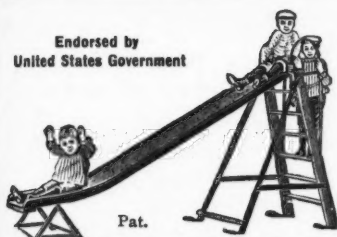
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# Catholic School Journal

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OF EDUCATIONAL TOPICS AND

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VOL: SIXTEEN; Number Seven

MILWAUKEE, DECEMBER, 1916

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Christmas. All of the angelic choirs must have felt that a great distinction was conferred on that "multitude of the heavenly army" selected for the unique service of announcing to the wondering shepherds the greatest news that ever came or ever could come from heaven to earth—the news that the Savior of the world was that holy night born at Bethlehem. If we are justified in attributing any human characteristics whatever to the blessed spirits, we surely may be pardoned for surmising that the chosen band of messengers rejoiced mightily, not only on account of the importance of the message they brought to earth but likewise because God had seen fit to call them to perform that most momentous service. Being pure intelligences, those angels must have realized—as we poor mortals try so hard to realize for ourselves, and always in vain—that anything done for God, however little it may intrinsically be, is a thing of infinite worth; but at the same time to them must have come the glow of satisfaction, of keen, rapturous delight, that comes to the men of earth when they do a big thing in a big way.

That service supreme performed by the angels on Holy Night, it is our privilege, fellow Catholic teachers, to perpetuate and share. We have consecrated our little lives to the task which the first Christmas saw thus gloriously begun. God, Who called the angels to announce the birth of Our Blessed Lord, has called us to do the selfsame thing. Our task is a lifelong task, and some of its details are prosaic; but in its spirit and its essentials it is the task that every angel among the innumerable hosts of heaven would have been eager to perform. "A little less than the angels?" Nay, in this one respect of our vocation to the educational apostolate, we are—let us speak it humbly for we are weak, yet proudly for we are strong with the strength of God—we are placed on a par with the angels.

In extending to one another our cordial good wishes and earnest prayers for the holy season of Christmas, let us think of these things; and let us pray that all of us may grow daily more and more in the realization of our dignity, of our responsibility and of the Love Divine which, giving earth a Redeemer, hath given to you and to me the honor of announcing His coming and of preparing the hearts of the little ones for His light and grace and peace.

"Out of the Mouths of Babes." Some thoughtful readers of this department—good friends whose appreciation is appreciated—send us the record of a simple child's sublime wisdom. It comes all the way from Kentucky. "Had you been with us at community recreation last evening," so the communication goes, "you would have heard the following incident from the day's notebook."

Sister Superior (addressing a little miss who has been four weeks in school land): "Well, Louise, what did you learn at Catechism class today?"

Louise: "All about sin, Sister."

Sister Superior: "All about sin? Can you tell me what sin is?"

Louise (promptly): "It's what God tells you not to do."

**Learning How to Study.** Most of our readers, it is fair to assume, have had an opportunity of examining a brochure by Dr. Abraham Flexner published some months ago by the General Education Board under the title of "A Modern School." The author is strong in his condemnation of those subjects which are taught today

## Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

merely because the teaching of them is traditional. But are there any such? He foresees the objection that some subjects are retrained in the schedule on account of the mental training they are supposed to impart, and he dismisses with an academic pooh-pooh the idea that such training is the concern of the teacher. "Mental discipline," he says, "is not a real purpose."

Well, when we read that we wondered; and others have been wondering, too. Few have wondered to such good purpose as William K. Prentice of Princeton University, who writes:

"I am by profession a teacher of Greek; but last summer I undertook to teach elementary algebra to a boy of fourteen. I found his troubles in algebra were the same as those he met in dealing with the affairs of his daily life, in taking photographs and developing them, or in anything else. His greatest difficulty was in excluding irrelevant details and in concentrating his mind upon abstract problems; and I became convinced from actual experience that the best way to help him overcome this difficulty was by making him apply his attention to algebraic problems. I did not find that the modern algebra consisted chiefly of principles and formulas to be committed to memory and then applied mechanically, as Mr. Flexner asserts. Many pages of our book presented a series of problems, each of which required a certain amount of original thinking. The problems were exceedingly simple: all but the essential elements were excluded in each case, and the boy was compelled to apply his mind to the solution of a problem for which he had been sufficiently prepared, but which required his individual effort. The progress which he made during the summer in the ability to think seemed to me to justify abundantly the means used to develop this invaluable capacity."

Truly, if the ability to think, indicated by Professor Prentice, is not a real purpose of education, what on earth is? Dr. Flexner himself is forced to admit that, "Abstract thinking has, perhaps, never before played so important a part in life as in this materialistic and scientific world of ours—this world of railroads, automobiles, wireless telegraphy, and international relationships. Our problems involve indeed concrete data and present themselves in concrete forms; but back of the concrete details lie difficult and involved intellectual processes."

Perhaps Dr. Flexner needs to be reminded of something undoubtedly obvious to his subliminal self: That the important consideration is not what you study, but how you study; and that means, in the case of the child, who teaches you. A child can secure mental discipline or the power to generalize in the study of history, arithmetic, Latin, physics, composition or music, provided he is rightly taught. The mere fact of having studied a given subject or all the subjects under the sun does not mean that one is mentally disciplined; but any one of them, rightly studied, gives a generous plenty of wholesome intellectual training. The main thing is to utilize the subjects we teach, utilize them to impart real mental discipline to our students. Some offer greater opportunities than others—Christian Doctrine, for instance, when it is taught as it should be taught; but nary a one of them is a magic ointment which, once rubbed into a child's head, makes him the possessor of a disciplined mind.

**The Secret of Style.** Much has been written on the art of writing, but it all may be summed up in the saying that style consists in having something to say and saying it. Our children can hardly learn this too early; I



know some college students who have learned it almost too late. The rules for composition writing are simple enough: Think out your subjects; write out your thought; rub out your ramblings. To think, and then to express the thought, the whole thought and nothing but the thought—that is the perfection of style.

**Where Are the Fads of Yesteryear?** How is it that our educational journals have ceased to descant upon the Gary Plan, the Montessori Method, the teaching of sex hygiene and the three thousand and thirty-three other projects that were to renew the face of the earth? Of course, the town of Gary is still on the map and Mr. Wirt is still in the flesh and little children are still learning to pile cups and saucers and fit buttons into button-holes; but somehow the fads—for such, in the strictest language of social psychology they were—have ceased to be fads. What is sound in the ideas will remain, what is fallacious will perish; and the wise ones of the teaching fraternity will shake their heads as they have often done before and realize that in the work of education there are no short cuts.

**Patience and Genius.** In teaching as in everything else the sage French saying holds true: "Patience seeks and genius finds." We must give unlimited credit to the men and women who work their way by rule of thumb to success in the art of teaching; they are patient and meek, and it has been written that the meek shall possess the land. But let us not forget that every once in a while a real educational genius appears, and he proceeds to find things. He usually doesn't know how he finds them—knowing how is the business of philosophers; but he discovers a few north poles of pedagogy almost while the rest of us wink. No rules for him; he needs no rules. But those of us who are not geniuses do.

**And Youthful Genius.** We all remember the case of William James Sidis. His father, a Harvard professor, had ideas; so at the age of three the boy was reading and writing, and at eleven he was lecturing on the fourth dimension in so successful a fashion that his Cambridge audience couldn't get his drift. He was a precocious lad, according to some; according to his father, he was merely well educated during the plastic period of childhood.

Now, I confess to have been watching for young Sidis during several years; I have been consumed with an unholy curiosity to find out if what he had gained on the intellectual side he had not lost in some other way. And lo, here is the news that the learned stripling of seventeen is a self-confessed woman hater! Women annoy him with their attentions; they are very inferior persons, he thinks.

Let me not be misunderstood. It would not be anything very wonderful if the seventeen year old lad were merely to say that he doesn't like girls. That is fairly common in the adolescent, whether or not he subsequently changes his mind. But this beardless son of a professorial father assumes the blasé attitude of the disillusioned cynic. He reminds us of that precocious child commemorated in the immortal "Bab Ballads"—

"A dear little lad  
Who drove 'em half mad,  
For he turned out a horribly fast little cad.  
His health didn't thrive—  
No longer alive,  
He died an enfeebled old dotard at five!"

Perhaps we do waste many opportunities in childhood. But all the same it is well to go slowly. Forced growth is unhealthy growth; and soon ripe, soon rotten.

**The Poetry of Mother Church.** Some day, in the interests of piety, education and variety, take an English Missal into class and read a few of the collects, secrets and proses to the children. They may be very small children, but they will be dreadfully dull—or else your reading must be—if they fail to catch a little of the beauty and sublimity and warm human appeal of the liturgical prayers.

And by the way, here is a piece of good news. A really adequate English translation of the Missal will appear soon, edited by Dr. Pace and Father Wynne. The aim of the authors is, while not sacrificing accuracy, to impart to the English version something of the high literary merit of the Latin. Several efforts of a similar kind have been made within the last few years. The prospects are bright for the day when Catholics will be able to read with spiritual relish and cultural enjoyment a book that is at once a storehouse of piety and a fountain of poetry.



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## Direction and Suppression

By Brother Leo, F. S. C.,

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C. ing.

Every teacher has a philosophy of teaching, even as every man has a philosophy of life. In either case, the existence of the philosophy does not depend on the individual's awareness of its existence. One's philosophy of teaching, furthermore, will generally prove to be a more or less modified application of one's philosophy of life; and in both philosophies there are several, sometimes numerous elements, in varying proportion and with diverse approximations to supremacy, which color, shape, vivify and characterize both the philosophy of life and the philosophy of teaching.

What do we mean by a philosophy of life? It is, put simply and a little crudely, the way we do things; or, in a nearer approach to the language of psychology, it is the manner of our normal reaction upon our environment. Similarly, our philosophy of teaching is, not what we think about teaching or write about teaching or the ideals of teaching we expound at meetings of the brethren, but simply **the way we teach**. Our philosophy of teaching may or may not be in accord with our theory of teaching, but in any event it is not identical with it; the theory of teaching is to the philosophy of teaching as preaching is to practice.

It not infrequently happens that the teacher is not aware of some of the elements that color and characterize his philosophy of teaching; that he has never gone into the matter thoroughly at all, perhaps because he has neither taste nor talent for introspection, perhaps because he doesn't think it "practical" to investigate psychological data. To such a teacher it never occurs that his habitual classroom procedure may, despite seemingly good results in the way of discipline and routine recitations, in reality be of a most uneducational nature because founded on ideas inimical to intellectual and moral growth. All teachers would do well from time to time to investigate the nature of the foundation ideas of their philosophy of teaching; and it is as a tentative fulcrum for one such examination that these reflections are offered.

Two foundation ideas in the philosophy of teaching are direction and suppression. Direction is positive, dynamic and constructive; suppression is negative, static and destructive. Direction says "do," suppression says "don't." Both direction and suppression—and this fact deserves emphatic recognition—have their place in every well ordered educational procedure; but the dominating idea should be, not suppression, but direction. Certain modern educational faddists gravely err when they seek to banish "don't" from the teacher's vocabulary; there are times when "don't" is to be said, and said quite loud. But those teachers err more gravely still who, whatever their theory of the matter may be, in practice confine themselves to the negative attitude and to a professional decalogue that consists solely of "thou shalt not."

The young teacher, like the tyro in any other branch of human endeavor, is more inclined to suppression than to direction. For this there are many reasons. A little learning is a dangerous thing, not because it is little, but because it concerns itself mainly, if not entirely, with prohibitory precepts. Again, it is human nature to dabble, to interfere, to fuss; and dabbling, interfering and fussing invariably express themselves in the formula of "thou shalt not." Besides, the young teacher is prone to have a misproportioned notion of both the nature and the importance

of discipline and accordingly frames more or less rigid rules, for his own conduct and that of his pupils, all of which begin with "don't."

Our Blessed Lord is the Perfect Teacher, and we do well when we make Him our professional Model. It is fruitful and salutary, therefore, to examine His conduct toward the ideas of direction and suppression. A careful study of His precepts and His practice, as recorded in the New Testament, will show clearly and triumphantly that Our Savior's teaching was prevalently directive. From time to time we find the negative command or exhortation: "Be not as the Pharisees, sad," "He that is in the field, let him not go back to take his coat," "Tell the vision to no man." But much more frequently it is the positive, dynamic suggestion that falls from His Divine Lips: "Love your enemies, do good to them that hate you," "If thy eye scandalize thee, pluck it out and cast it from thee," "Forbid him not, for he that is not against you is for you." And a more careful consideration of Our Lord's words will show, as in the last citation, that in several instances counsels negative in form are positive in substance and in spirit.

Holy Mother Church, conserving the spirit of her Divine Founder and acting under the inspiration of the Holy Ghost, has through the ages preserved toward the faithful an attitude of wise and helpful direction. She has, of course, her distinctly negative commands; but these, in comparison with her wealth of directive counsels and constructive suggestions, are relatively few. Thus, we **must not** miss mass on Sundays and holidays of obligation; but we **may** hear mass daily if we choose. Interpreting for us the commandment of God, the Church tells us that we **must not** commit sins of the flesh, and that we **may** assume the obligations of the vow of chastity. Defining for us the virtue of temperance, she condemns, not the use, but the abuse, of alcoholic drink. Her attitude toward direction and suppression has been happily formulated by St. Augustine: "In essential things, unity; in non-essential things, liberty; in all things, charity."

And conversely, it may be pertinent to point out here that, though the theory of Protestantism makes much of liberty and uplift and the cant phrase about the welfare of humanity, its practice has been far otherwise. Protestantism has been consistently intolerant, and that is the only consistent thing about Protestantism. The very name, involving the notion of protest, is suggestive of a negative attitude. The history of Protestantism, as Balmes on the one hand and Guizot on the other, have so admirably pointed out, is a record of the growth and dissemination of a destructive idea. It tore down and took away; what has it built up and given back? And it is not without deep significance that social and political movements which in our own day seek to interfere with legitimate human liberty, which assail recognized human rights, which are negative in their principles, destructive in their attitude and static in their results, have originated in Protestant communities, are preached from Protestant pulpits and are propagated by Protestant doctrinaires. It may be stimulating, if almost bizarre, to remember that the Catholic teacher in the Catholic school, when his work is mainly suppressive, really conforms his teaching to the ideals of Luther, Calvin, Knox, and those dear broad-minded Pilgrim Fathers who were so enthusiastically tolerant of intolerance.

Yet all this must not blind our eyes to the need of wise employment of suppression whenever it is really necessary. A child's tendency to unseasonable mirth, to go fishing when he ought to be in school, to engage in wool-gathering instead of study, to "look over" a book rather than read it—these and things like them call for suppressive measures. But—and this deserves to be made a rule, indeed to be made a law—**bare suppression must be recognized as insufficient**. It may, momentarily, check evil; it can never, by reason of its very nature, accomplish positive good.

The teacher should, on occasion, say, "don't do that"; but he should never fail to add, by word or by suggestion, "instead, do this." Thus the young disciplinarian merely abuses his vocal chords when he tells a disorderly class not to make so much noise. Let him suggest to the class something worth the doing, and they will have no inclination to make noise. What is the use of telling a boy not to read trashy books, if you do not show him how to read worth while books? Or how can you effectively break him of the habit of lying if you do not bring him to realize something of the beauty and the sacredness of truth?

An evil species of suppression sometimes manifests itself in unsuspected ways. Thus, the teacher who does too much for the pupils—who does the work himself instead of letting the children do it—is really carrying out a destructive principle in teaching. Thus, the teacher who rhapsodizes on a pious theme during the Christian Doctrine period instead of asking stimulating and suggestive questions is suppressing the aspirations of young souls toward heavenly light and grace. Thus, the teacher who, by reason of his financial insistence on trivial rules of deportment, makes his pupils a band of clever hypocrites, suppresses in them naturalness of behavior and checks their normal development.

Every experienced school official will agree that the successful teacher, whether in the high school or in the grades, finds very little occasion to exercise suppression. And every progressive teacher—meaning the teacher who is making progress as distinguished from the teacher who is in a rut—will admit that his advance toward his ideal of personal and professional efficiency has been accompanied and indicated by a less and less frequent use of suppressive measures. And why? Not because human nature has changed in either teacher or pupils, not because there is less material for suppression; but because the teacher who knows how to teach is a tactful and stimulating director who has realized a great truth from which the eyes of many pedagogues are held—the truth, namely, that direction implies suppression.

But if direction implies suppression, if there can be no constructive movement in practical pedagogy without some sort of preparatory destructive movement, why insist on the distinction between the two elements in the teacher's philosophy?

The distinction is warranted for two reasons. In the first place, while direction implies suppression, the converse is not true; direction may follow suppression, and it should, but it is by no means implied. And, secondly, when direction rather than suppression is made the controlling principle in teaching, the necessary work of a suppressive nature is performed, not by the teacher, but by the pupils. Really, the suppression that all right direction implies is auto-suppression.

Necessarily abstract, this view may be made a little clearer by an example. I have a student who is remiss and apparently backward in written expression. He has stated that he "hates" composition writing, and he utilizes every pretext to avoid his regular class themes. Now, if I am a suppressor rather than a director, I proceed to pour upon his head the vials of my wrath, to wound his spirit with the venomous arrows of my sarcasm. I ask him, ironically, if he expects to be a great man since he is so devoted to his duties while young; and possibly I adopt that most futile of all negative procedures, I "keep him in" to make up his deficiencies. The result? Increase of his distaste for written expression, paralysis of whatever talent for it he may possess, accretion of trouble and irritations for both of us; in a word, all loss and no gain. Suppose, on the other hand, that I follow a constructive method of treatment. I find some subject in which he is vitally interested—possibly he opines that the summer vacation is not long enough—and I get him to express his views thereon. Then, while giving him generous praise for some of the qualities of his work, I show him that in one or two other respects he has not done either himself or his subject justice—that his erratic punctuation or his loose sentence structure puts him at a disadvantage. At this point he will probably say, "Oh, I didn't take time enough to do it right," and he registers a mental vow to give more attention to his next theme. Let the treatment be continued until the patent is cured. I have directed him; and he has suppressed himself.

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School children of New York responded quickly when, for the relief of the paper famine the United States is experiencing, they were asked to gather all old newspapers, which can be made into good paper again.

#### Memorial Tablet.

The Father Ryan Memorial Association was organized in Louisville, Ky., by admirers of the noted poet-priest of the South. The object of the association is to mark the site of the building in which he died, in 1886. The site is now occupied by St. Boniface church, and it is proposed to place a bronze tablet on the front of the church, commemorating the beloved priest.

#### Catholic Trade School.

Cincinnati is to have the first printing trades school in the country operated under Catholic auspices. At an early date it will be inaugurated by the Fenwick club, which club is now completing a \$300,000 clubhouse. The plan is to hold night classes four evenings a week for youths between the ages of fourteen and twenty years who have passed the seventh school grade. The printers' and allied crafts, including book-binding and all other branches of the business, will be taught.

#### Novitiate for the Irish Carmelites.

At the invitation of the late Archbishop Corrigan, in 1889, the Irish Carmelites took charge of Bellevue Hospital and the surrounding parish. Their arduous and successful labors there ever since are well known. They have also undertaken the care of parishes at Tarrytown and Middletown in their diocese. Attached to this latter are the New York State Asylum, the Tuberculosis Sanatorium at Otisville and the institution at East Hampton.

His Eminence Cardinal Farley, feeling a deep interest in the progress of the Irish branch of the Carmelite Order, urged the superiors two years ago to establish a preparatory novitiate in this country, where many most desirable candidates can be found. He also gave a donation of \$500 for this purpose. Circumstances did not permit the Fathers to take up this matter at the time, but at their recent chapter in Dublin, being again requested by His Eminence, who gave a second donation, they decided to commence a preparatory college and novitiate at Tarrytown as soon as they can obtain sufficient funds.

In addition to these activities the Fathers have also labored with much success as preachers and missionaries in this and various neighboring dioceses.

#### Enters Convent.

Miss Caroline Gleason, daughter of John M. Gleason of Minneapolis, a graduate of St. Clara's College, Sincinawa, Wis., and a prominent social worker of the state of Oregon, is about to enter the community of the Sisters of the Holy Names of Jesus and Mary in Portland,

Ore. Her varied experience as a social worker, combined with her business ability and tact, will make her a valuable member of the Sisterhood which she has elected to join, and which conducts a college, several academies and parochial schools in Portland.

#### Middle-Aged Seminarian.

Mr. Michael J. Dwyer, a widower, and late Assistant District Attorney of Boston, deciding at the age of fifty-five, to leave the secular life and study for the priesthood, recently entered the American College at Rome. He has one daughter for whose maintenance he has made ample provision.

#### Miss Farrelly a Novice.

Miss Mary Farrelly, daughter of the late Patrick Farrelly, for years head of the American News Company, New York, has just become a novice in the Carmelite Convent at Oak Lane, the ceremony attracting a number of priests of New York, New Jersey and this city.

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### TRAINING FOR CHARACTER The Spirit of Compromise

Dr. John Hilken, President of Princeton University, is reported to have said in a recent interview; "If I were asked to name the greatest defect of the present undergraduate, I should say it is his tendency to postpone until tomorrow the work of today." Now this "tendency" is but a symptom of a very widespread disease. It is the sort of white plague insidious, more or less infectious and when chronic wellnigh incurable,—which I have called, the spirit of compromise.

The Catholic teacher, in particular, who has been trying to develop in her pupils, rectitude of judgment, and strength of moral control will readily agree with me that here is one of the chief obstacles to success. And since we must combat this moral malady chiefly by preventive measures, since treatment to be successful must be begun in the very earliest stages of the disease and must be kept up long after the most obvious symptoms have disappeared it is most important that the teacher be able to recognize its symptoms, that she know the origin, life-history and habits of its germ and, above all, that she be convinced beforehand of the dangerous nature of this ailment. The children who are most in danger of contracting the disease are just those bright amiable, conciliating characters whom everybody loves.

The young teacher is sometimes surprised to see the wise old educator smile indulgently when told about the fractious rebellious child who has tried our patience almost to the breaking point. She has known this same Superior to shake her head sadly over the amiable self-indulgent, but easily-repentant girl whose faults we are ready to condone. "Mary has promised to do so well in the future—and, then, I believe she does not mean to do wrong. She is so good-natured!" we urge. But somehow that happy, future girl does not seem to be capable of ever doing decidedly right. Today all her omitted themes have been written out neatly and handed in. "Mary has turned over a new leaf," says, hopefully, the teacher of composition. Alas! The exercises in Latin or in Mathematics have been wanting in today's work. That sudden burst of industry in the Composition class was just meant to satisfy for the time that particular teacher. Mary has not turned over a new leaf. She has simply effaced some of the blots from the old and is content with the unsightly page. In other words, she has effected a compromise with her conscience and is quite comfortable.

And it is not only in the class-room that these danger-signals may be noted. Mary would not steal. (What a horrible suggestion.) But Mary borrows freely and frequently. And Mary often forgets to return what she has borrowed. Mary would not lie (another ugly word!)—but Mary dissembles, evades, prevaricates, flatters. Mary does not hesitate to cheat at play or game. "It matters so little who wins!" Mary would not cheat in an examination. But she has no scruples about handing in as her own work the weekly essay which has been written

in whole or in part by a companion. Mary is fast acquiring the habit of compromise. When this spirit will have invaded the vital organs—that is, when she has come to persuade herself even in her moments of self-examination, that these are only little things—when she has got so far as to carry her habit of compromise into the performance of the most sacred duties; then Mary will be, humanly speaking—incurable.

In the High School student such as we have been considering, the disease is probably chronic or fast tending to become so. Without a miracle of God's grace—a series, indeed, of such miracles—a perfect cure cannot be effected at this stage. Something may be done, however, towards checking the progress of the disease. The patient may be given to understand and appreciate the dangerous nature of the malady. In most cases it will be found that the root of the evil is a highly-developed case of selfishness. Appeals to her sense of justice, the injury such shirking of duty may do to society, to her parents—whose money she is wasting, whose hopes she is blasting—have little weight with such a character. Complete failure in an examination, or notable injury of any kind to herself resulting from her habit of compromise may be the occasion of a real awakening. At such a time the wise and kind teacher may be able to get the pupil to consider the moral lesion which has caused her such humiliation and encouragement and prayer aiding, treatment may be accepted. For the work of upbuilding such a character will require infinite courage and patience—even under the most favorable conditions.

If, as is usually the case with this kind of character, our student has that sort of facile cleverness which, in spite of daily neglected duty, carries her with a certain degree of success through her examinations, there is little left to work on. And we must not hope for much help from the parents of such children. Likely as not they will blame the teacher for Mary's shortcomings. "Mary is such a charming girl—so intelligent—and so affectionate and obliging." And then the admiring mother regales you with the faithfully recorded story of "sacrifices" which Mary has made on this or that occasion "to please a friend—a brother or sister."

But look a little deeper into those examples of heroic virtue. Remember that love is blind. You will find, after all, that Mary's home-life is a piece with her class-history. She has sacrificed on those occasions,—not, indeed, her own self-indulgence, but some duty or principle of vital importance. When she sat down to amuse her sick brother for twenty minutes yesterday she was sweet and amiable to a fault—to a great fault perhaps. For did she not thus make it impossible to be in time for Mass. And yesterday was Sunday. Mary has, I fear, some of those sham-virtues which a witty French writer has called "des defaults charmants."

When a girl such as Mary leaves our school to take her place in society, her habit of compromise will be

(Continued on Page 357)

## Obituaries

R. I. P.

### EMPEROR FRANCIS JOSEPH.

Emperor Francis Joseph died November 21 at Schoenbrunn Castle, where the last Sacraments were administered to him. Charles Francis Joseph, his grand-nephew, is to reign in his stead.

It is doubtful if in all history there has been an active, authenticated reign longer than that closed by the death of Francis Joseph.

At 19 years of age he ascended the throne of Austria, upon abdication of his uncle, Ferdinand I., on Dec. 2, 1848; his death ends an active reign of sixty-eight years, all but the first twenty of which he was also Apostolic King of Hungary.

Rev. Brother Damian, a noted scholar who had been a member of the Order of Christian Brothers for forty-seven years, died at St. Vincent's Male Orphan Asylum, Albany, N. Y., on November 13. He was born in Germany sixty-six years ago and while very young was brought to New York by his parents. In 1869 he became a Brother and at various times was connected with schools in Brooklyn, Baltimore and other large cities.

### Death of Mother Marcella.

On November 14th, at St. Mary's Sanitarium, Tucson, Arizona, Mother Marcella Manifold, the Western Provincial Superior of the Sisters of St. Joseph of Carondelet, died in the seventy-second year of her age, and the forty-seventh of religious life.

### Death of Noted Nun.

Sister Agnes, for forty years superior of the great Charity Hospital, of New Orleans, for fifty-four years connected with that famous institution, and the most remarkable woman in Louisiana, died early in the month, aged 79. Sister Agnes was born in Ireland, County Donegal, in 1837. Her name in the world was Miss Katie Slevin. She came from a fine old Irish family, noted for its piety and faith. Her father came to America when she was about seven years of age, and settled in Washington, D. C.

### Dedication in June.

According to figures from the treasurer of the building committee of Old Students' Hall, Notre Dame, the contributions now amount to \$40,270. Plans are being made to dedicate the hall during commencement week in June. This will be part of the Diamond Jubilee celebration at Notre Dame.

### College of St. Thomas.

A building permit was granted the Archdiocese of St. Paul for the erection of a chapel, costing eighty-two thousand dollars, on the St. Thomas' College grounds.

### Use Department Method.

Thirty-five Wisconsin cities have departmental teaching in the graded schools, according to a survey being made by the state department of public instruction. The department sent out a questionnaire to the eighty city superintendents throughout the state and the sixty-three replies received so far tabulate as follows: Cities which have no departmental teaching, seventeen; cities which have had and abandoned departmental teaching, three; cities which have it partially, eight; cities which have departmental teaching established, thirty-five.

## Books for Catholic Schools

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A new article, called the "Just Write Guide" for the improvement of penmanship, has made its appearance on the market, and has excited the admiration of some of the leading authorities on penmanship.

Its distributors, Standard Guide Company, 839-841 Oakdale Av., Chicago, Ill., have assured us that the Catholic schools throughout the country have been quick to grasp the fact that the article has merit and are supplying their pupils with the "Guide."

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**DISCONTINUANCES**—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

**CHANGES OF ADDRESS**—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

**CONTRIBUTIONS**—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

**THE CATHOLIC SCHOOL JOURNAL,**  
P. O. Box 818. MILWAUKEE, WIS.

DECEMBER, 1916

*The Journal extends greetings and best wishes for a Merry Christmas to its ever widening list of readers.*

Professor Harvey of Stout Institute, Menominee, Wisconsin, was another strong speaker at this convention. His outline of the work in Home Economics accomplished at Stout, was most interesting.

Dr. Montessori's recent address before the Wisconsin Teachers' convention held in Milwaukee was something of a disappointment. It was delivered in Italian which was interpreted at intervals by the lady acting as the doctor's secretary, for the benefit of the capacity audience present.

Dr. Wirt's address given at the same convention was very well received. Especially wise seemed the principle advocated of multiple use which enabled two sets of children to occupy the same class room but at different times. While one class passed out to the workshop laboratory or playground, another class passed into the room. This procedure naturally results in departmental work for the teachers which means specializing in the regular school work, in manual training, in domestic science, in playground supervision, etc.

Dr. G. C. Ruhland, city health commissioner of Milwaukee, submitted to the council finance committee recently an ordinance providing for the appointment of five physicians and five nurses to make medical inspection of parochial schools. About one-third of the children of the city attend the parochial schools, Dr. Ruhland said.

### Agricultural School.

An opportunity has at last been offered the Catholic farmer by St. Viator's College, Bourbonnais, Illinois, to send his boys off to college and still keep them on the farm. Taking into consideration that the farmer is most busy from early spring until late in fall, and that with the coming of winter his work stops, leaving him in comparative leisure and idleness, the Fathers of the College have instituted a short winter course in Agriculture, beginning November 20, 1916, and ending April 5, 1917.

It would be too long to go through all the seven courses given. The soil is studied; crops are studied, from planting to storage; the care of animals and stock; dairying; care of vegetables and trees; farm management; farm mechanics, which deals with machinery and engines.

At the same time, a general high school education is not overlooked. A course in English is given, that the young man may speak and write the language correctly. The Palmer method of penmanship is taught that he may write neatly. Bookkeeping is taught, that he may handle all financial transactions in an intelligent manner.

### Nun Inherits Fifty Thousand Dollars.

The New Albany, Ind., Trust Company a few days ago turned over to Dr. Aaron V. Johnson, county clerk, \$50,000 for Miss Dora A. Kistner, an heir of Mrs. Mary A. Kistner, her mother. It is stated in the report that "Miss Dora A. Kistner has become one of a holy order of the Church at Loretta college, Webster Grove, St. Louis County, Mo." For this reason the trust company turned the property over to the court in order to close the account and discharge the trust.

### A Phase of Christian Charity.

"It is the sign of a vulgar man," says Father Faber, "that he cannot bear to be under an obligation." It is likewise the sign of a shallow man. For the man who is refined and more than skin deep mentally realizes that we must be under obligation much of the time, whether we will it or not. To be under obligation gracefully for God's sake is Christian charity—Brother Leo, F. S. C.

### Archbishop Harty's Installation.

December 21 is the date now proposed for the installation of Archbishop Harty in Omaha. This date is only tentative as yet and awaits the approval of the Archbishop, who will arrive at Vancouver, B. C., on December 16.

### Heads Endowment Move.

Most Rev. Alexander Christie, D. D., Archbishop of Oregon City, Ore., is at the head of a movement in his archdiocese to raise \$100,000 for the Christie Home for Orphan Girls.

We are in receipt of the (1916-1917) Course of Study of The Cathedral High School at 1824 Logan Street, Denver. This school celebrated its silver anniversary in September with its initial enrollment multiplied by twenty-five. Such growth is not surprising considering the superior equipment of the school and its able faculty.

## Poems of Uplift and Cheer

### Just To Be Tender.

Just to be tender, just to be true,  
Just to be glad the whole day through,  
Just to be merciful, just to be mild,  
Just to be trustful as a child;  
Just to be gentle and kind and sweet,  
Just to be helpful with willing feet,  
Just to be cheery when things go wrong,  
Just to drive sadness away with song,  
Whether the hour is dark or bright,  
Just to be loyal to God and right,  
Just to believe that God knows best,  
Just in His promises ever to rest,  
Just to let love be our daily key,  
That is God's will for you and me.

### CHRISTMAS BELLS.

I HEARD the bells on Christmas Day  
Their old familiar carols play,

And wild and sweet

The words repeat

Of peace on earth, good will to men!  
And thought how, as the day had come,  
The belfries of all Christendom

Had rolled along

The unbroken song

Of peace on earth, good will to men!

Then pealed the bells more loud and deep:

"God is not dead; nor doth He sleep!"

The Wrong shall fall,

The Right prevail,

With peace on earth, good will to men!"

—Henry W. Longfellow.

### INTERNATIONAL FEDERATION OF CATHOLIC ALUMNAE

The second biennial convention of the International Federation of Catholic Alumnae held in Baltimore Nov. 24, 25 and 26, marked a brilliant epoch in the life of this notable organization of 32,000 members representing 175 Alumnae Associations of Catholic Educational Institutions throughout the United States and Canada.

The convention formally opened on Friday morning Nov. 24, when his Eminence, James Cardinal Gibbons, delivered an address and greetings were extended the Alumnae.

At the business meeting which followed, reports of officers and chairmen of various committees were submitted, showing a vast amount of social and humanitarian work being accomplished by Catholic women all over the country.

Important resolutions were adopted: favoring the teaching of domestic science and manual training in Catholic schools; enlisting the support of the Alumnae for Catholic education and for the conduct of catechism classes for Catholic children attending non-Catholic schools, censoring moving picture shows and modern literature and providing for the introduction of classes in parliamentary law in Catholic schools.

The social features of the convention included auto rides and receptions and teas given by individuals and by local religious institutions.

The climax of social events was, of course, the brilliant banquet at the Belvedere Hotel, which closed the second day of the convention.

At the afternoon session Miss Clare I. Cogan was re-elected president for the ensuing two years. Other officers named were: First vice-president, Mrs. Hugh T. Kelly; second vice-president, Mrs. E. G. Paine; third vice-president, Mrs. E. J. Moore; corresponding secretary, Miss Helen R. O'Neil; recording secretary, Mrs. John McEniry; treasurer, Mrs. William Muldoon; directors, Mrs. Frank A. Hahue, Mrs. Daniel V. Gallery, Mrs. Denis A. McAuliffe, Miss Mary Judith Smith and Miss Pauline Boisliniere.

On Sunday, the most important event was the high mass at the Cathedral followed by the reception at the residence of Cardinal Gibbons.

On Monday came the grand finale of the convention when the delegates left by special train for "Play Day in Washington," where they were guests of local alumnae.

While invitations for the next convention were extended by many cities, much enthusiasm was shown when it was announced that the mayor of Boston had sent an invitation to make Boston the next meeting place.

# A CHRISTMAS GEOGRAPHY STORY

Etta C. Corbett

## THE GERMAN TOY'S CHRISTMAS

With every sweet-scented branch weighted with its offering of love, the Christmas tree stood in the large living room of the settlement house in a big city. Loving hands had transformed the green fir into a blaze of glitter and light. Stars and crescents, thread-like tinsel, bright balls and on the top-most twig, a radiant angel with wings of silver, made the tree a sight to gladden the eyes of all. Willing workers had carefully hung the



"Dressed in her full blue skirt, red bodice and her pretty red and blue head-dress."  
(Hektograph the picture and give each pupil a copy for filling in the colors.)

toys among the dangling balls, and loops of tinsel, until it seemed the branches must break with the burden heaped upon them. There were dolls, picture-books, engines, ships, trumpets, paintboxes, games, lions and tigers that wagged their heads and tails fiercely, woolly lambs, soldiers and even a little cuckoo clock.

After wreaths of holly had been hung in the windows and the mistletoe tied to the chandelier, everyone left and the room was darkened and the doors locked.

Except for the low rumble of the traffic outside in the streets, the room was silent. The hours of the afternoon crept by, but when six o'clock came the silence was broken by the pert little bird of the cuckoo clock that popped out and dutifully cuckooed six times.

When a small metal soldier heard the cuckoo he

clasped his tiny gun tightly and looked around in surprise.

"That takes me back to Germany, and makes me homesick," he said to himself.

"I am from Germany too," responded the clock.

"Are you, indeed, then I am not so lonesome now. What part of Germany are you from?" asked the soldier with great interest.

"I am from the Black Forest. The town is Triberg and is not very attractive, being mostly clock factories, clock shops or clock makers' homes. That which allures one, in Triberg, is the many paths that lead to the forest. These paths are soft and springy with leaf mold or slippery with pine needles, and they lead one up thru the great, dense, pine woods, that are so dark a green as to appear almost black. And following one of the moss-floored aisles one comes to the highest waterfalls in all Germany. The water pours out of a natural tunnel formed by the dark thick pines, and it drops down five hundred feet to—"

But here the little metal soldier, who had been listening to the clock until he had become impatient to tell about his own German home, interrupted, saying, "Yes, I know you must be homesick for the scent of the pines, but I am yearning for dear, old Nuremberg, and the crooked little stream that steals along, thru the city, without a ripple, as if afraid of arousing the drowsy, dreamy, old town. I can see now the old buildings all huddled together with their heavy, steep, tiled roofs of every color. You should see those high, projecting gables and odd, old chimneys in the summer when they are covered with rich masses of blooming creepers; and yet," he sighed and wiped away a tear, "I do believe I love them best in winter, when in place of trailing vines they are fringed with fantastic icicles. I am so proud to have been made in Nuremberg. Around the city runs a thick, high wall a thousand years old. This wall is encircled by a broad, deep moat but the four entrances, once guarded by heavy doors, are open now and the strong iron hinges and curious old locks are all covered with a crust of rust which has been accumulating for half a century."

The soldier paused a moment, which gave the clock a chance to chime in excitedly, "But let me tell you about the Black Forest in winter."

"No," resumed the soldier, "I will tell you about Alt Nuremberg at Christmas time. For weeks before Christmas the market place looks like a forest with its thousand of Christmas trees. Three days before Christmas the law compels the closing of all places of business and the city becomes a scene of merriment and festivity."

"I have heard of the Christmas gingerbread made in Nuremberg," said the clock.

"No place in the world can make such gingerbread," and the soldier seemed to smack his metal lips when he thought of the delicious taste.

"The gingerbread is superior, because the honey used in making it is made from a certain flower which grows around Nuremberg. Not only good gingerbread but fine toys are made there."

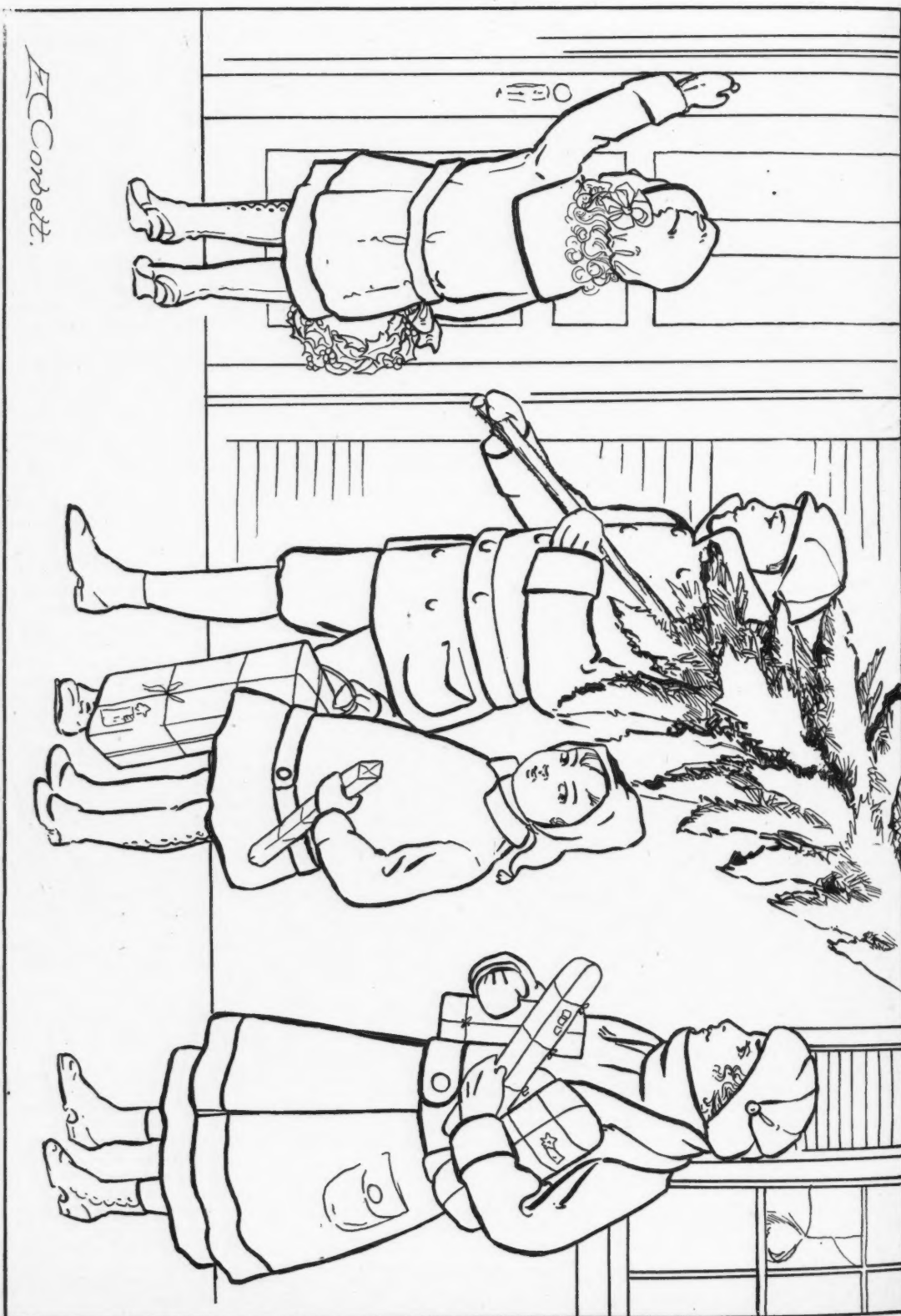
"Children seem satisfied when told that Santa Claus brings the toys," said the clock, "and they never ask where Santa Claus gets the toys he brings to them."

"That is true," agreed the soldier. "Now I was made with many other soldiers at the Twedel Market in the heart of Alt Nuremberg. Millions of metal soldiers have marched away from those great store houses. Thousands of regiments have been sent to the United States and have successfully captured the hearts of millions of children here."

"And you will capture the heart of some boy yourself," laughed the clock.

"Yes, and I hope you have observed that I am no

(Continued on page 352)



### GETTING READY FOR CHRISTMAS

Remove the picture from the magazine, mount by pasting lightly the two upper corners to heavy brown paper or green wall paper, and use before the class in language for conversation in developing a story to be told or written. Hektograph copies may be given pupils to color.



## FOR THE DECEMBER BLACKBOARD

E. C. Garson



# DECEMBER

S	M	T	W	T	F	S



# GAMES FOR SCHOOL ROOM AND PLAYGROUND

Sara V. Loutzenhiser

## WHAT SHALL WE DO AT RECESS?

"Every human being needs the blessings of God thru three, and only three, great channels: responsibility, recreation, and affection; work, play and love."

### GOING FOR THE CHRISTMAS TREE

1. Put on coats and hats.
2. Run to barn for sled and hatchet. Two rows around one row of desks. When teacher claps hands they stop.
3. Chop down tree. One foot forward, swing axe over shoulder. Chop and stoop forward, one side and then the other.
4. Drag sled home. Hands behind, as if holding ropes.
5. Dance around Christmas tree. Two rows dancing around one row of desks. Do not join hands at ends of rows.
6. Blow out candles on tree. Deep breaths and blow.

### THE NIGHT BEFORE CHRISTMAS (Tag Game)

Players in a circle. Give each player the name of something connected with the story of Santa Claus, as sled, reindeer, snow, fur coat, chimney, Christmas tree, stocking, candy, pop corn, horn, drum, etc. One chosen to be "It" must stand in the center and tell a Christmas story. Whenever he mentions the name of any of these things, the one who has that name must turn around. If the name of Santa Claus is mentioned, all must turn around. Any player who can be tagged by the one who is "It" before he has turned completely around must be "It" and go on with the story. The circle must be of the right size to make this game successful. If seats are available the players may sit, and then of course the circle should be larger.

### CHRISTMAS TOYS

1. Jack in the box. Teacher makes downward motion with hands as if closing lid of box and all children stoop down. Raises hand quickly and children jerk up to standing position.
2. March, beating drum.
3. Each row forms a train of cars. The first child in each row has his hands on his hips. Those behind place their hands on shoulders of child in front. Short steps around on toes, making "choo-choo" of engine.
4. Jumping jacks. Teacher makes motion as if pulling a string up and children jump into air with feet apart, bringing them together when they land. Arms are

brought straight out to side and down again while jumping.

### HAVE YOU SEEN MY SHEEP? (Tag Game)

Players in a circle. One player is chosen as a shepherd. He goes around the outside, taps a player on the back, and asks "Have you seen my sheep?" The player asks "How is he dressed?" The shepherd then tells something of the dress of one of the players in the circle, as "He wears a blue coat and low shoes." The player questioned tries to guess, as details are added to the description. When he guesses correctly the shepherd says "Yes," and the guesser chases the one described. Both must run on the outside of the circle. If the chaser catches the runner before the latter has returned to his place, the chaser becomes shepherd; if he does not, the runner becomes shepherd. Notice that the shepherd does not run.

### A PLAY IN THE SNOW

1. All are sleepy. Heads on desks.
2. Wake up and sit straight, stretching arms as tho just waking. "What shall we do to make us lively? Go out in the snow and play."
3. Hurry to best standing position.
4. Pull on rubber boots, first R and I
5. Pull cap over ears (elbows kept out and back).
6. Very cold day. Arms must be warmed. Arms out at side. Fling them across chest and slap opposite shoulders.
7. Stoop way down and pick up handful of snow. Make snowball while standing erect. Throw snowball at some spot in room with R arm. Repeat and throw with L arm.
8. Walk thru snow drift with hands on hips, lifting feet and knees high with each step.
9. Run home.
10. Take in long breaths of fresh air, raising the arms straight from the sides to shoulder height as breath is taken in, lowering them as breath goes out.

### SANTA CLAUS' VISIT

1. Santa puts on his coat, cap, mittens and boots.
2. Looks at sky.
3. Jumps into sleigh.
4. Pulls on reins.
5. Jumps from sleigh and warms hands, feet and arms. (Runs in place, swinging arms and rubbing hands.)
6. Goes down chimney. (Bends knees slowly, as if disappearing.)
7. Reads names on stockings. (Bends head from side to side.)
8. Places presents in stockings and on floor and table.
9. Climbs up rope thru chimney.
10. Breathe after hard work.

## THE CHICAGO TEACHERS' FEDERATION CARRIED TO THE AMERICAN FEDERATION OF LABOR

According to daily press reports the American Federation of Teachers, represented for the first time in the convention of the American Federation of Labor, in Baltimore in November, voiced an appeal to the labor body for the protection of teachers. The action was prompted by the case in Chicago involving the dismissal last June of thirty-eight Chicago teachers who are members of the Chicago Teachers' Federation, an organization which is affiliated with the Federation of Labor. Miss Ida Fursman, an officer in the Chicago Teachers'

Federation, and one of the thirty-eight who were not re-employed, made the plea to the Baltimore convention. It was presented in the form of a resolution calling upon the American Federation of Labor to watch the "Vicious, country-wide attempt to abridge the freedom of the teacher, freedom of speech, of organization, and of citizenship." The resolution recites in brief the action of the Chicago School Board last June in dismissing a lot of the Chicago teachers without warning or hearing, including thirty-eight members of the Chicago Teachers' Federation with a number of its officers. The resolution states that this "Un-American act was consummated in defiance of the superintendent of schools, who had given marks of efficiency to all thirty-eight."

## STUDIES OF NOTED PAINTINGS

Elsie May Smith

ARRIVAL OF THE SHEPHERDS--  
LEROLLE

For the Christmas season no pictures are more appropriate for study than those which deal with the coming of the Christ-child or some kindred theme. In the "Arrival of the Shepherds," by Lerolle, we have a representation of that very interesting moment in the account of His coming, when the shepherds, having already heard from the heavenly host that a Savior has been born, are led to the stable where they find Joseph and Mary and the young child. Our picture depicts the moment when the shepherds arrive at the stable. Awestruck, wondering still at the meaning of it all, with upraised hand or crouching attitude, they stop to gaze at the marvelous apparition! "Can it be true that he has come?" we fancy they are asking themselves. One shepherd has brought with him his staff, while behind them are their faithful shepherd dogs, no doubt also eager to learn all that they can of this strange occurrence. Before the group of shepherds, on the other side of the stable, we see another group consisting of Mary with her babe and Joseph. There is a halo of light about Mary's head, while light streams in from a window above and suffuses itself about the young mother and her child. The effect is very beautiful, transforming, as it does, the crude stable into a thing of beauty, and bringing the chief figures into marked prominence. Mary gazes down into the face of the child with rapt attention, resting now so peacefully in her lap, and Joseph also watches him. In the foreground is a donkey reminding us again that this is but a stable.

The light is one of the most attractive features of the picture, giving the stable a magically beautiful appearance and drawing our attention to the chief figures. The peace and satisfaction expressed in the attitude of Mary and the wonder revealed by the shepherds, as they gaze at the child in mute amazement and adoration, are also noteworthy. The picture is very individual in style and treatment, beautiful in arrangement and composition, with beauty of balance and rhythm, and in the distribution of light and shade. The rude logs of the structure lose their grimness in the soft radiance of the streaming light, while they add rhythm thru the repetition of their cylindrical forms. The soft masses of the straw, scattered here and there, enhance the effect of the light. The picture, so unusual in conception and treatment, is a very pleasing and satisfactory treatment of the arrival of the shepherds.

## QUESTIONS FOR STUDY

- What is the title of this picture?
- What does it represent?
- Why have the shepherds come here?
- How did they know the way?
- Who told them that they would find the Christ-child here?
- What feelings and thoughts are expressed by their attitude?

Do they appear surprised? Filled with wonder? How do they show it?

Who have accompanied them to the stable?

What do you see besides the shepherds?

What does Mary hold in her lap?

What is Joseph doing?

What do you see about Mary's head?

Where else do you see bright light?

From what direction does it come?

What is the purpose of the light?

Does it make the picture more beautiful? In what way?

Does it bring the chief figures into prominence? How?

Upon what does it fall besides Mary and the babe?

What kind of a room is this? How are we reminded that it is a stable?

What other features of a stable does it possess?

Does it look gloomy and grim or beautiful and attractive?

What means has the artist employed to make it appear attractive to us?

What thoughts and feelings do you think are expressed by the attitude of Mary and Joseph?

Do they seem interested in the Christ-child?

How do they show that they are?

What do you think is the center of interest in the whole picture? Why do you think so?

Do you think the figures in the picture are well balanced and well arranged? Why do you think so?

Do you like the treatment of light and shade? Why?

Do you like the way in which the different figures are represented? Why?

Do you like the feeling expressed by the picture? Why?

Do you like the way in which the shepherds are represented? The Christ-child? Mary and Joseph?

Do you like the picture as a whole? Why?

## THE ARTIST

Henry Lerolle, a contemporary French, history and genre painter, was born in Paris in 1848. He studied under Lamothe, devoting himself both to figure and landscape painting. He received a medal of the third class in 1879, and of the first class the following year. He received the decoration of the Legion of Honor in 1889. Among his works may be mentioned the following: "Baptism of Saints Agaard and Agilbert" (1874), "The Tears of Mary Magdalen" (1875), "The Toilet" (1876), "At the Fountain Druidic Ceremony" (1877), "Communion of the Apostles" (1878), "Jacob and Laban" (1879), "In the Country" (1880), now in the Luxembourg Museum, Paris; "At the Banks of the River" (1881), "Arrival of the Shepherds" (1883), "The Shepherdess" and "At the Organ" (1885), now in the Metropolitan Museum, New York. His favorite subjects are large landscapes with few figures and his effects of evening light are notable; indeed, he is a painter whose work is principally valued for its subtle interpretation of nature in evening effects.





ARRIVAL OF THE SHEPHERDS

Henry Le Rolle

# DRAWING AND MANUAL ARTS FOR DECEMBER

L. Eveline Merritt, Supervisor of Drawing, State Normal, De Kalb, Ill.

## DECEMBER WORK

Perhaps no special day work is so poorly done the country over as that for Christmas. The usual Christmas and post cards may be partly responsible for this condition. If a naturalistic spray of holly be placed across one corner and the greetings printed in the opposite it seems to convey one's thought to his friend, altho there are two points of interest that are calling loudly for attention, and altho there is no harmony between the holly and the space to be decorated. When will we learn that a decoration must be subordinate to the thing itself, and that all must be in harmony?

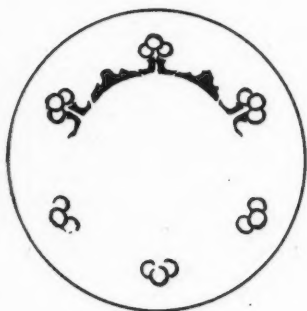
If one is to plan a border for the blackboard, there must be a rhythmic repetition of parts which emphasize the horizontal direction. If it is to be a December calendar, the decoration and calendar must be considered

as a unit and be seen as one, and the decoration must fit the space decided to be filled.

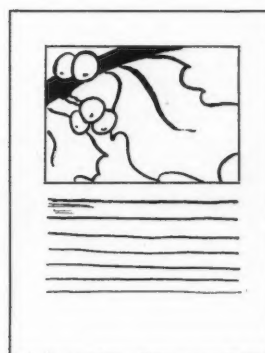
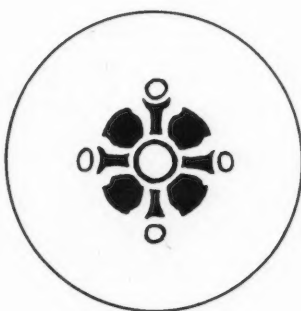
The work of the children can take the form of room adornment or of gifts to be taken to their people at home. The former may be window transparencies or a Santa Claus frieze for the room, while the latter may be pen wipers, bookmarks, cards, folders, or calendars. Hand printing may be used in the upper grades, if it is well done.

Symbols suggestive of Christmas are the holly, mistletoe, star, the wise men, Santa Claus, stockings, fireplace, chimney, candle.

The Christmas red is very vivid. A bright green should never be combined with it. If green and red must be used, choose a grayed green with only a touch of the rich red. Be as careful of the harmony of color as of spaces.



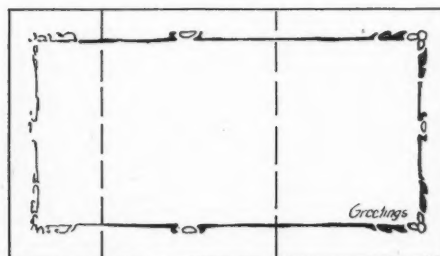
*Pen Wipers*



*Card with Printing*



*Inside of Folder*



*Outside of Folder*

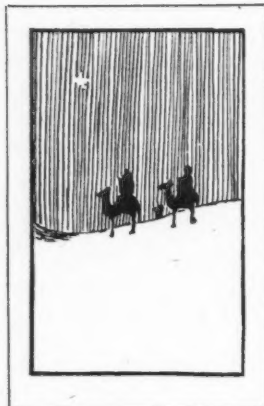
*A Christmas Folder*



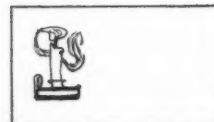
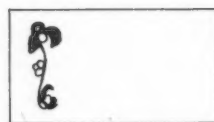
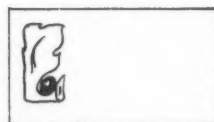
*A Suitable Frieze for School-room Decoration.*



*Calendar for Black-board.*



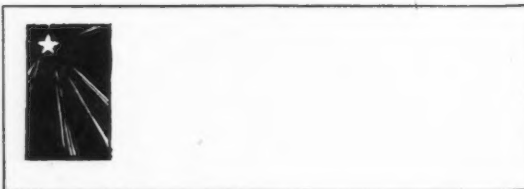
*Suggestion for Window Transparency.*



*Little Cards to Accompany gifts.*



*Book Mark Suggestions*



*Different grays in the illustrations mean different values of color in the designs.*





the file and sandpaper. Care must be exercised in doing this or you will split the wood or chip the edges. Glue and nail the  $\frac{1}{4}$ " piece to the rim next. Drive the nails thru from the under side. Now lay out the outline for the outside of the tray measuring  $\frac{3}{8}$ " from the inside edges of the hole. Work the extra stock off with the saw, plane and smooth with sandpaper. Stain and polish with wax. The cotton-batting is placed in the bottom of the tray and the silk covers it. A little glue will hold both in place. Fasten the metal tray handles on and glue the felt to the bottom. Trim the felt after the glue has set.

The tray may be built as per the drawing working out  $\frac{3}{8}$ " strips, mitering the corners, and gluing and nailing each strip as they are placed on the bottom. If you have hand screws at hand they will be of great service in holding the strips in place while the glue sets.

## DISC THROWING PISTOL

Tools required: Plane, coping saw or turning saw, knife, hammer, rule, pencil and sandpaper, file.

Stock required: Soft or hard wood.

in the drawing. The near end of the trigger is to be shaped as shown in the drawing to allow the stirrup to slip up over its end easily. Now fasten the screw eye in the side of the handle in which the spring or rubber is to be fastened. This spring or rubber, whichever is used must be tight when the trigger is in a vertical position, thus it will be made much tighter when the trigger is pulled back into place, and will throw the disc when released.

## DOLL CRADLE

Tools required: Coping saw, or turning saw, hammer, plane, saw, spoke shave, sandpaper, rule, square, knife.

Stock required: 1/2" bass wood or poplar.

1 piece  $\frac{1}{2}$ " x 7" x 10" head end.

1 piece  $\frac{1}{2}$ " x 6" x 9" foot end.

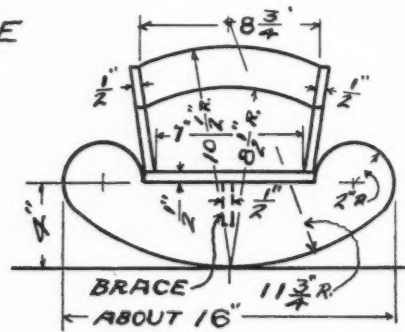
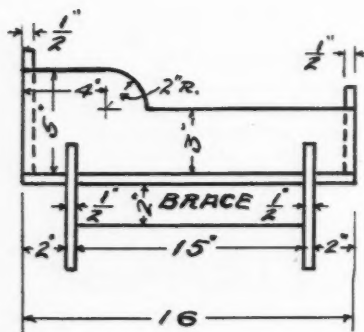
1 piece  $\frac{1}{2}$ " x  $8\frac{1}{2}$ " x  $16\frac{1}{2}$ " bottom.

2 pieces  $\frac{1}{2}$ " x 7" x 17" rockers.

1 piece  $\frac{1}{2}$ " x  $2\frac{1}{4}$ " x  $15\frac{1}{2}$ " brace between rockers.

Glue and wire brads.

Lay out and make the two side pieces first, the head and foot pieces next. Glue and nail the sides to the foot



- 1 piece  $\frac{1}{2}$ " x  $4\frac{1}{2}$ " x  $7\frac{1}{2}$ " handle and barrel.
- 1 piece  $\frac{3}{8}$ " x  $\frac{3}{8}$ " x  $6\frac{1}{2}$ " trigger.
- 1 spring or rubber band.
- 2 small screweyes.
- 1 piece wire for stirrup.
- Discs of Bristol board, or peas.

Take the  $\frac{1}{2}$ " piece provided for the handle, lay it out, keeping the grain with the length, and work out with the coping or turning saw, smoothing it up with the file and sandpaper. The handle may be whittled out with a sharp knife. The top edge of the barrel must be straight. Get out the trigger, keeping it as straight as possible. A small groove will have to be worked out in the upper back edge into which the disc or pea is placed ready for shooting or throwing. Fasten the screw eye into the under edge of the trigger at the front end. Now fasten the trigger to the barrel with a small wire nail as shown

and head pieces keeping the inside lower edges of the sides even with the bottom edges of the head and foot pieces. Now plane the side pieces even with the lower edges of the end pieces, thus making it possible for the bottom to fit up tightly against the four pieces of the box part of the cradle. Work the bottom piece to size and fasten to the box with glue and nails. Slant your nails toward the center a little or they will come out on the inside. Sandpaper the box next. Lay out the rockers and saw both at one sawing, holding them together with two small wire brads. Do not take the brads out until the rockers have been smoothed and sanded and they are ready to be fastened to the box. Fasten the rockers to the bottom of the box by driving nails thru the bottom from the inside. Make the brace between the rockers and fasten in place with a little glue and nails. Stain or paint the cradle to suit your fancy.

# SCHOOL ENTERTAINMENT

## RECITATIONS FOR CHRISTMAS PROGRAM

### CHRISTMAS CAROL

The earth has grown old with its burden of care,  
 But at Christmas it always is young,  
 The heart of the jewel burns lustrous and fair,  
 And its soul full of music bursts forth on the air,  
 When the song of the angels is sung.

It is coming, Old Earth, it is coming to-night!  
 On the snowflakes which cover thy sod  
 The feet of the Christ-child fall gentle and white,  
 And the voice of the Christ-child tells out with delight  
 That mankind are the children of God.

On the sad and the lonely, the wretched and poor,  
 The voice of the Christ-child shall fall;  
 And to every blind wanderer open the door  
 Of hope that he dared not to dream of before,  
 With a sunshine of welcome for all.

The feet of the humblest may walk in the field  
 Where the feet of the Holiest trod,  
 This, then, is the marvel to mortals revealed  
 When the silvery trumpets of Christmas have pealed,  
 That mankind are the children of God.

—Phillips Brooks.

### WHEN THE SNOW COMES

By Clara J. Denton, Grand Rapids, Mich.

Glad are we when snow comes  
 And the days are cold,  
 When the North Wind beats his drum,  
 North Wind wild and bold.

Yes, we're glad when snow comes  
 Sparkling in the sun,  
 Now we love its whiteness  
 This is time for fun.

We have made a snow man,  
 See him where he stands,  
 Fanny little snow man,  
 With his frozen hands.

Murrah, then for winter  
 And the falling snow!  
 Where there are no snow flakes  
 We will never go.

—Kindergarten—Primary Magazine.

### A CHRISTMAS CAROL

The moon that now is shining,  
 In skies so blue and bright,  
 Shone ages since on shepherds  
 Who watched their flocks by night;  
 There was no sound upon the earth,  
 The azure air was still,  
 The sheep in quiet clusters lay  
 Upon the grassy hill.

When lo! a white-winged angel  
 The watchers stood before,  
 And told how Christ was born on earth,  
 For mortals to adore;  
 He bade the trembling shepherds  
 Listen, nor be afraid,  
 And told how in a manger  
 The glorious child was laid.

When suddenly in the heavens  
 Appeared an angel band,  
 The while in reverent wonder  
 The Syrian shepherds stand,  
 And all the bright host chanted  
 Words that shall never cease—  
 Glory to God in the highest,  
 On earth good will and peace.

The vision in the heavens  
 Faded and all was still;  
 And the wondering shepherds left their flocks  
 To feed upon the hill;  
 Towards the blessed city  
 Quickly their course they held  
 And in a lowly stable  
 Virgin and child beheld.

Beside a humble manger  
 Was the maiden-mother mild,  
 And in her arms her son divine,  
 A new-born infant smiled.  
 No shade of future sorrow  
 From Calvary then was cast;  
 Only the glory was revealed,  
 The suffering was not past.

The Eastern kings before him knelt,  
 And rarest offerings brought;  
 The shepherds worshipped and adored  
 The wonders God had wrought,  
 They saw the crown for Israel's King;  
 The future's glorious part;  
 But all these things the mother kept,  
 And pondered in her heart.

—Adelaide Anne Procter.

### PLAYING SANTA CLAUS

Once Peter and Patty and Polly  
 Went out for a ride on the trolley.  
 A quarter and dime  
 Each had at the time  
 To spend on some sweet Christmas folly.

Polly and Patty said "candy,"  
 While Peter, a bit of a dandy,  
 Decided to buy  
 A dainty necktie  
 To make himself look spick and spandy.

And, then—on the corner stood Molly.  
 Thin, ragged, and quite melancholy,  
 And sobbing aloud  
 In the hurrying crowd,  
 For she'd fallen and broken her dolly.

Such a poor little midget they thought her,  
 That right up between them they caught her;  
 To a toy shop they went,  
 Every penny they spent,  
 And a lovely new dolly they bought her.

What a Christmas thing! and so jolly,  
 That Peter and Patty and Polly,  
 All out for good times  
 With their quarters and dimes,  
 Should have chosen to spend them on Molly!

—St. Nicholas.



## A CHRISTMAS TREE

Three little maids walked under bare trees—  
Kitty and Effie and Mary Louise—

And each of these three  
Wondered how it could be,

And what was the cause and what was the reason,  
That flowers and fruits always came in due season.  
"The maple that stands by my grandmother's porch  
Turns red every fall like a flaming torch,"  
Said Kitty; "and oh, when I look out and see  
The pink and white blooms of the old apple-tree,

I think it so strange  
That they never change—

I wonder that God does not sometimes forget  
The hundreds and thousands of blossoms and let  
Them change color or shape, or somehow come wrong,  
Instead of just matching them where they belong."

"Yes; cherries," said Effie, "are cherries always—  
Unless they are eaten by horrid blue jays—

And the garden tree bears  
The same juicy pears

It bore when mamma was no bigger than me!"  
"Oh, oh," cried a voice almost choking with glee—

'Twas Mary Louise—  
"Oh, I know some trees

That don't always bear the same fruit, no! no! no!  
For I saw a dolly and kitten both grow  
On the very same tree with a paper-doll show,  
And candles and sugar-plums all in a row."

"Why Mary Louise,  
There were never such trees,

You never did see them in all your born days,"  
Cried Kittie and Effie, with faces ablaze.

"Yes, I saw it myself—a beautiful sight!  
It grew in our parlor one Christmas Eve night."

—Zitella Cocke.

## A CHRISTMAS DILEMMA

What shall dollie have for Christmas?  
I've been thinking all day long,  
For I want to ask old Santa,  
And I mustn't get it wrong.

Would a new hat be the nicest,  
With a bow and feather, too?  
Or a bran new dress for Sundays,  
Or a nicer sash of blue?

I know she needs a pair of slippers,  
Pink ones—they'd be very nice,  
But I want the very best thing  
That he'll bring for any price.

And she has so many dresses,  
All the clothes and things, you know,  
That used to be my other dollie's,  
My dear old Arabella Jo.

That's the one I broke last summer,  
And you don't know how I've missed her,  
O Santa Claus! I've thought of something—  
Bring my doll a nice, new sister.

—Selected.

## A CHRISTMAS GEOGRAPHY STORY

(Continued from page 341)

cheap kind of soldier stamped out of a sheet of metal. I am made from a mold and the painting on me was all done by hand," and he inflated his chest proudly.

"Many toys are made at Sonneberg, too," replied the clock. "It is a very quaint old town. The streets are so narrow that the neighbors can shake hands out of opposite windows. If you stroll down the streets and peer into the windows of the cottages, you will find that the young and old of every family are making toys. I know one family that for many years has made woolly lambkins. The Saxon Ore mountain people make the wooden toys, and in the Thuringian mountains are made the leather and paper mache toys."

"Perhaps these tree ornaments on this very tree came from Sonneberg, where so many glass ornaments are made," commented the soldier.

The door of the clock flew open and the cuckoo called the hour of seven. Then both remained silent for a while, their memory taking them back to the land where they were made.

Finally the clock, with a queer wheeze in his tick, said, "I hope I can keep my tick cheerful; but tonight is Holy night and I fear my bird's cuckoo is almost like a moan. Since coming here to this great, bustling city I have felt that I must tick faster and louder. I have quite a lot of trouble trying to keep the time I kept at home. You should have seen Hans carving my bird while his sister Gretl sat beside him. I imagine I see now the yule log spreading its red glow over the polished brass and copper kettles and gleaming on the old, blue and white china on the shelf around the room. And I suppose Gretl sits before the fire tonight dressed in her full blue skirt, red bodice and on her head the pretty red and green headdress they wear in the Black Forest."

The hour from seven to eight passed quickly, and the little toys bade each other goodbye with many good wishes, and became quiet and still before the door opened and some one came in to light the Christmas candles.

The news of the Christmas tree had spread like wild-fire thru the tenement district and children of all ages and nationalities rushed into the room eagerly at exactly eight o'clock. Some of the parents came too and, as fascinated as the children, hovered near the tree, admiring the visible toys and speculating curiously as to the contents of the many packages.

First there was music and the children in a glad, triumphal march circled around the tree. Then the branches of the kindly tree stretched forth gifts until the little hands were overflowing and the little hearts were overflowing too with cheer and bounty.

Now wasn't it strange that the toy soldier and the cuckoo clock were given to a German boy and his sister? The cuckoo clock was so full of joy when it was given to a German child that it cuckooed right out twelve times altho it was really only nine o'clock.

## Christmas.

MARIAN MITCHELL.

*Strong accent.*

CHURCHILL—GRINDELL,

Authors and Publishers of Children's Songs.

1. Fair - y snow-flakes dancing down the chim-ney wide, Danc-ing in the fire-place bright; Stock-ings of all  
 2. Short, and fat, and jol - ly, with the odd - est nose, With a mer - ry twink-ling eye, Snow - y hair and

*Lively and with strong accent.*

siz - es now are hang-ing side by side; San - ta Claus will come to - night. } Hear the jin-gle, jin-gle of the  
 frost - y beard, and fuz - zy, wool - y clothes, List-en! he is sure-ly nigh. }

sleigh-bells; Hear them chime and ring, and ring, Mak - ing all the earth seem full of glad - ness,

And our hearts with Christ - mas ring. Far a - way they tin - kle, tin - kle, tin - kle,

*pp*

Now they jin - gle, jin - gle, near; Let's give three cheers for Christ-mas! San - ta Claus will soon be here.

# PRACTICAL WORK IN AGRICULTURE

M. J. Abbey, Montana College of Agriculture  
POULTRY STUDY IN SCHOOLS

## THE POULTRY HOUSE

There are many different kinds of poultry houses. Too much emphasis cannot be placed upon the construction of the right kind of a house. Any of the different houses which are advocated will be suitable if they are constructed according to certain scientific principles. The most important consideration in building a poultry house is to consider the health and comfort of the fowls.

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that they always select a clean, dark, hidden place. They enjoy such a resting place. In the construction of a poultry house, the kind of nests and the location are important. The best place to locate the nests is under the dropping board. Study the drawing given below and note that the back part of the nest is directly below the front part of the dropping board. The hen enters the nest from the back. A hinge door is on the front. The large breeds require a space 12x14 inches and the smaller breeds 10x12. If the nests are too large, two or more hens will crowd into them and eggs are broken. One nest should be provided for every four fowls. The advantages of such a nest are—it is dark, eggs are easily gathered, does not permit crowding and is sanitary. The teacher should carefully explain the drawing and the reasons for constructing the nest. The location of the nest should be shown in the drawing of the interior of the house which each pupil should be required to make.

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the floor, the gymnasium of the poultry house. It should be covered with from four to six inches of either straw, shavings, cut corn fodder, or dry leaves. The material used should be coarse enough to hide the feed, but

not so bulky that the birds are unable to scratch it about freely.

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## THE SANTA CLAUS BRIGADE

Willis N. Bugbee

**Characters:** Robert, Harold, Albert, Percy, Anna, Minnie, Julia and Grace.

**Costumes:** Ordinary school clothing in Scene I. In Scene II, boys wear Santa Claus costumes. Girls wear red toboggans or fur-trimmed caps, thick skirts trimmed with red, or with fur. Red sweaters might be worn.

### SCENE I

**Anna**—Come, let's try our song once more.

**Several**—All right, we're ready. "Sail on! Sail on!"

(All join in singing any Christmas song.)

**Minnie**—There now, I think that will do first rate. Don't you people think so?

**Several**—Yes! yes!

**Albert**—Well, what's the next thing on the program?

**Julia**—Shopping, Christmas shopping, of course, and plenty of it.

**Robert**—Shopping? Say, that's all you girls have done for the past three weeks—is just shopping.

**Grace**—Well, I guess you'd have to do it, too, if you had as many to buy presents for as I have.

**Anna**—Or me, either. There's mamma and papa and grandma and grandpa and Uncle Jim and—

**Minnie**—And all our cousins whom we reckon by the dozens and—

**Albert**—And your uncles and your aunts.

**Julia**—And, of course, when people buy presents for us we just have to buy them presents in return.

**Percy**—Of course.

**Julia**—So that's why we have so much shopping to do, you see.

**Harold**—But I thought it was Santa Claus that brought the presents.

**Anna**—So he does—that is—he brings most of them, but you see he has so much to do that we like to help him all we can.

**Albert**—My grandma says he must have to work harder than he did when she was a girl, because there's so many more people in the world nowadays.

**Robert**—Maybe that's the reason he skips so many—my uncle says he knows of lots of boys and girls that he's never given any presents to yet.

**Grace**—Well, I know of one, and that's Molly Way. She didn't even get a stick of candy last year.

**Minnie**—I know of another one, and that's Jennie Green.

**Harold**—And I know another one—little Tommy Burke didn't get anything, either.

**Albert**—I guess there's a lot of folks that Santa Claus doesn't know about, when you come to think about it.

**Percy**—Like enough we ought to send word to him.

**Robert**—Or else we might act as Santa Claus ourselves—that is, sort of assistants, you know.

**Minnie**—Oh, yes; let's do it. That will be lovely.

**Albert**—Just what I say, too. It'll be a barrel of fun.

**Grace**—And we can take part of the money we were going shopping with to buy the presents.

**Anna**—But we'll have to go shopping after all.

**Percy**—Sure enough, we'll all go shopping together.

**Julia**—What? Will you boys go shopping?

**Percy**—Why, of course. How can we buy presents if we don't?

**Harold**—And let's go right away, too. I've got 75 cents in my pocket that I want to spend before it wears a hole thru.

**Robert**—And I've got a dollar bill.

**Albert**—Well, come on! Let's hurry and buy the things before they are gone.

**Percy**—And tonight we'll rig ourselves up like regular Santa Clauses. Gee! but won't we have the jolliest fun!

**Anna**—And we'll be Lady Santa Clauses.

**Minnie**—Well, now wouldn't that surprise you. Here the boys were making fun of us girls' shopping a few minutes ago and now they're just as crazy to go as we are.

**Albert**—Well, come along. Here's a merry Christmas for everybody. (Exeunt.)

### SCENE II

(Enter boys and girls dressed in Santa Claus costume.)

**Robert**—Well, here we are, all ready for business.

**Anna**—Don't we look like regular Santa Clauses tho?

**Albert**—We're a regular Santa Claus brigade.

**Harold**—I say, let's call ourselves "The Santa Claus Brigade."

**Percy**—That's what I say, too.

**Minnie**—But "brigade" refers to war, doesn't it? Don't you know that Christmas is a day of peace and not of war?

**Julia**—It means "Peace on earth, good will toward men."

**Robert**—Yes, we know that, but ours will be a peace brigade, and we'll do all we can to drive out the enemies of the poor and the needy.

**Harold**—That ton of coal that I

got pa to buy for old Mrs. Hughes will help drive out the cold for a spell.

**Minnie**—So will these warm mittens and cap that I'm going to give Jennie Green.

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(Robert assumes the manners of a captain. Others shoulder toy guns, hold flags, blow toy horns, beat toy drums, ring tiny bells, etc., as they march about the stage. All form in line and sing any good Santa Claus song or Christmas carol. If desired, the following may be sung while tiny bells are rung.)

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"Glad Christmas bells, your music tells

The sweet and pleasant story,  
How came to earth, in lowly birth,  
The Lord of life and glory.

No palace hall in ceiling tall,  
His kingly head spread over,  
There only stood a stable rude,  
The heavenly Babe to cover.

Nor raiment gay, as there He lay,  
Adorned the infant stranger;  
Poor, humble child of mother mild,  
She laid Him in a manger.

But from afar, a splendid star,  
The wise men westward turning;  
The live-long night saw pure and bright  
Above His birthplace burning."

(Music for this song is found in Werner's Readings No. 28. Price 35 cents. Edgar S. Werner & Co., N. Y.)

# PRACTICAL WORK IN AGRICULTURE

M. J. Abbey, Montana College of Agriculture  
POULTRY STUDY IN SCHOOLS

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There only stood a stable rude,  
The heavenly Babe to cover.

Nor raiment gay, as there He lay,  
Adorned the infant stranger;  
Poor, humble child of mother mild,  
She laid Him in a manger.

But from afar, a splendid star,  
The wise men westward turning;  
The live-long night saw pure and bright  
Above His birthplace burning."

(Music for this song is found in Werner's Readings No. 28. Price 35 cents. Edgar S. Werner & Co., N. Y.)



# PICTURE LESSONS FOR LANGUAGE STORIES

Marie A. Shepherd, Minneapolis, Minn.

This work may be easily adapted to any class of pupils from Third grade to Sixth grade, for oral or written language stories, according to the ability of the pupils. The pictures with accompanying lessons each may be cut out and pasted on heavy paper or stiff cardboard and given to the pupils. After the pupils have examined their pictures for a few moments they each may be required to tell an oral story, with or without the help of the outline, and pupils advanced enough to do so should then write the story on paper. A variety of ways may be devised for using the pictures to advantage. For large classes make mimeograph copies to supply each pupil with one.



(What Title)

Given—A picture.

Wanted—A title or name for the picture, and

Wanted—An outline for a story to tell what this picture means to you, and

Wanted—The best story you have ever written, so good a story that your teacher will want the hundreds of readers of the School Century to read it, and to read it to girls and boys all over this great country of ours.

Here are some titles that I think of, only suggestions, for am sure your titles will be much better ones:

1. The Finishing Touch.
2. A Secret Surprise for .....
3. Very Late ..... Night.
4. Early, Early ..... Morning.
5. ....'s Own Christmas Decoration.
6. A Christmas Game Around the .....
7. The Fun ..... and ..... had on ..... Eve.
8. Where Are All the Rest of the .....?
9. Making Christmas for the Hospital .....



BOUND

Two children, lots of snow, many bundles, happy faces, warm wraps that suggest cold, frosty air, briskly walking, I wonder why?

Where can they be going, or are they coming?

What have they?

Where did they get these things?

Who are they?

To whom will these things go?

Will they come back this way, so that we may see them again?

Their names?

Where they live?

What just happened before we caught this glimpse of them?

What will happen after we lose sight of them?

How will this errand of theirs affect other people?

What other people?

And after all is over, who are the very happiest of all?



A DECEMBER DREAM

1. What night in December did this occur?
2. Was it one of the following things that suggested this dream to Alfred?:

1. New Indian suit, the Thanksgiving play of last night.
2. Pilgrim stories, their experiences with the Indians, their first holidays, stories of preparations for first Xmas.
3. Grandfather's real Indian stories, and the early winter experiences with the Indians.
4. Alfred's visit to an Indian reservation last summer, the curious things he bought.
5. Story of the dream, the beginning, trace it all the way thru to the end, or did the dream get to the end?
6. Next morning.

Important Notice: Change of Price Jan. 1.

## The Perry Pictures



LOST

The ONE CENT SIZE is 12 to 15 times as large as this picture)

Send 25 Cents for 25 Madonnas, or 25 Art Subjects, or 25 for children, or 25 kittens, etc. each 5 1/2 by 8, or \$1.00 for the 4 sets. (After Jan. 1, the 4 sets will cost \$1.50.) ORDER NOW.

OCTOBER 5, 1916  
The last time we bought Kraft wrapping paper we paid less than \$80.00 a ton for it. Today it is \$180.00 a ton. The market price of the paper on which all of the Perry Pictures are printed was 8 cents a pound. Today it is nearly double that price.

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THE PERRY PICTURES COMPANY, Box 436, Malden, Mass.



MADONNA AND CHILD

(Continued from Page 338)

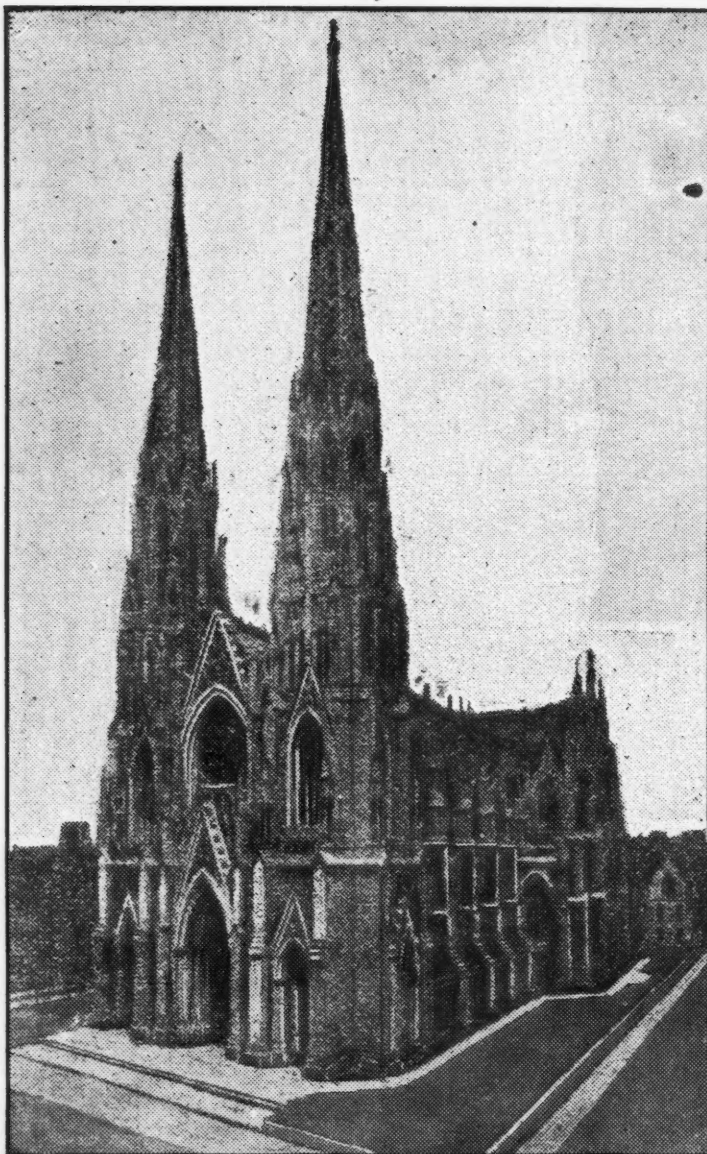
strengthened by every breath she breathes. "It is fashionable now-a-days," says Fr. Elliott, "to characterize as puritanism, the uncompromising rectitude which says 'No!' to everything and everyone that tries to interfere with the practice of our duty. It is the tendency of the times to require us to be 'liberal'—generous in giving to others not only what belongs to us, but also what belongs to God. Just as the Church is asked to make her Creed broad enough to include every shade of belief and disbelief short of atheism, so, in our individual mode of life, in our everyday conduct, we are required to sacrifice every other call of God to this kind of vague philanthropy which is called social service.

The spirit of compromise is in this respect very much akin to the minimizing spirit which is epidemic now-a-days. And the world knows its weakness. A writer who could not by any stretch of imagination be accused of too much other-worldliness makes one of his heroines say, "There's some queer rule which makes you rise if you want to rise if only you don't compromise." And Julia Page was right. It was she who had to change, not her environment. But she was a novelist's heroine. The Julia Pages of real life are not found among young women accustomed to compromise from babyhood. Just here we strike the root of our difficulty. It is because the compromising habit began to be formed in very early childhood when the imitative faculty is most active that we find it so hard to correct in the older girls. Baby found that if she screamed loud enough and long enough she got her own way, or, at least, a certain measure of self-government. Mother soon tired of the noise or perhaps the nurse suggested that the darling's nervous system might be injured by so much resistance and the crisis was met by a compromise. Small wonder that she, too, could avoid most of the disagreeableness and difficulties of life by compromise.

Face to face with children reared in this way one is reminded of the French officer who Mgr. Dupanloup tells about. This excellent man was greatly moved when told, in the presence of his giddy, troublesome son that

unless the child changed seriously and deeply he could not make his First Communion. The boy remained insensible. Then the father, thinking that the moment had come to spare nothing, exclaimed: "If you make your First Communion I will give you a horse." And the good bishop adds: "It can be well understood that his exhortation gave me but little assistance." For the father had on this accosian recourse to the very means by which he had fostered in the boy his natural inclination to selfishness. We see that the parents of the nineteenth century did not differ much from those of our day. And one feels all the sadness of the conclusion drawn by the great educator: "I must acknowledge," he says, "that in the case of such spoiled children my best efforts proved fruitless." "In truth it is intellectual, moral and often physical annihilation. To educate such a child a new creation is necessary. The most powerful supernatural action alone can accomplish the miracle of such a renovation." There are, however, some natural remedies which experience has proved to be of use. One or two of these are beyond the power of the teacher to apply but not, usually, beyond the control of the pastor or school trustee. Our primary classes are too crowded. The good primary teacher is generally gifted with wonderful intuitive powers, but it would require more than human insight to know, as they ought to know the tendencies, capacity, moral habits, and defects of each soul in a class of sixty or more. With smaller classes there would be time and opportunity for more individual attention. Better moral training would be possible. Pastors and school inspectors know that the time to bend the twig in the right direction is while it is still pliable, and they value this part of a child's education, else why should they make such sacrifices for their parochial schools? What they need to be reminded of is that the education of the will is individual work. Each little twig has its own particular angle of deflection. They cannot all be straightened at one swing. Much less can they be held up until the tissues have hardened. This, our real work, to which all the rest is only secondary, cannot

(Continued on Page 369)



## Great Churches of the World.

Nos. 60 and 61 of our Series of Studies.

### The Cathedral of St. Patrick, New York.

The Cathedral of St. Patrick, New York, is the only church yet erected in this country that in any way compares with the great fanes of Europe.

It was projected by Archbishop Hughes, of holy memory, in 1850, planned by James Renwick, begun in 1858, and dedicated in 1879. The cathedral stands on the corner of Fifth Avenue and Fiftieth Street, and is considered the most imposing church building on this continent.

It is of white marble, in the decorated or geometric style common to Europe in the thirteenth century, is in the form of a Latin cross, and has two towers and spires, each 330 feet in height. The interior is very imposing—one seems to be wandering in a forest of stone. High overhead above the high altar hangs a black thing, which you are told is the cardinal's hat of the late Archbishop McCloskey.

### The Basilica of Saragossa, Spain.

Spain's oldest shrine, "Neustra Sadora del Pilar," ("Our Lady of the Pillar"), is said to owe its origin to a vision the Blessed Virgin vouchsafed to St. James the Apostle, who built a small chapel on the spot to commemorate the favor.

The small oratory built by St. James was enlarged later on and transformed into a beautifully embellished sanctuary, judging from what remains of it in the present grandiose temple—the magnificent retablo of the High Altar and the stalls in the choir.

In 1675 the church of the Pilar was raised to equal rank with the Cathedral, bearing the title also of Metropolitan, and to have its size fitting to its dignity, the foundation-stone of the actual basilica was laid on the feast of St. James, July 25th, 1686.

The feast of Our Lady of the Pilar is kept with solemn ceremonies on October 12. For years the shrine has been a famous place of pilgrimage.

### Kings.

The Kings of the earth are men of might,  
And cities are burned for their delight;  
And the skies rain death in the silent night,  
And the hills belch death all day.

But the King of Heaven, Who made them all,  
Is fair and gentle and very small;  
He lies in the straw, by the oxen's stall—  
Let them think of Him today!

### Time.

For the structure that we raise,  
Time is with materials filled;  
Our today's and yesterday's  
Are the blocks with which we build.  
Longfellow.





**Had Only One Slight Attack in 3 Months.**

Burlington, Colo., September, 1914.

My daughter is now 13 years and 3 months old; had stomach trouble and fits since she was 3 months old; tried everything we heard of, without doing any good. She got most of the attacks during the night and then had to stay in bed the next day; had a very cross temper. Before she took Pastor Koenig's Nerve Tonic the fits came almost every night, sometimes two and three times, but since she has taken the Tonic had only one slight attack in three months. We are very glad of this result.

L. Lawson.

J. C. Oulette, 2746 Clark Street, Montreal, Can., whose brother is afflicted with fits, is well pleased with the effect of Pastor Koenig's Nerve Tonic against the attacks.

Mattie Walters, of Clio, Ky., writes: "I had poor health for two years; tried doctors and all sorts of medicines, but of no avail, until I took Pastor Koenig's Nerve Tonic. My nerves are quieted and I can sleep well again."

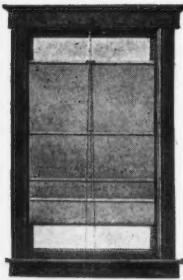
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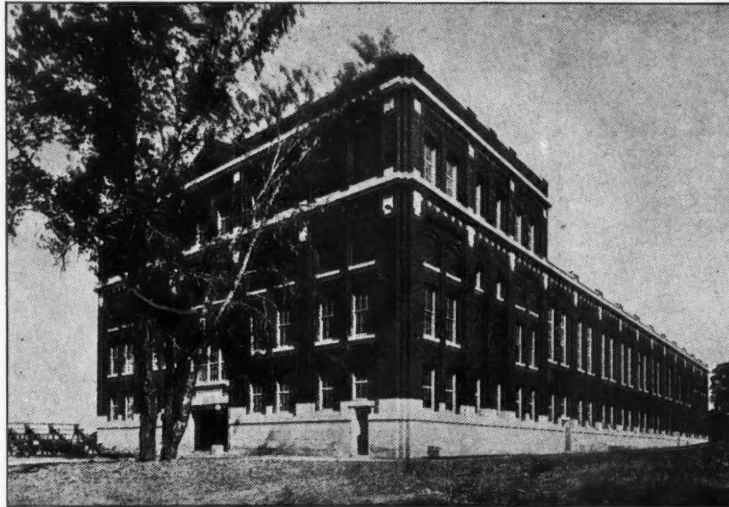
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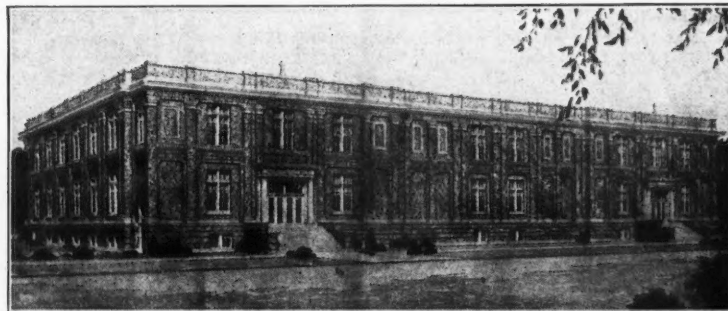
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57 E. Jackson Blvd. Chicago



### THE NEWLY COMPLETED CREIGHTON 'VARSITY GYMNASIUM.

Creighton University recently opened its new gymnasium, which took nearly a year to complete. The simplicity of the exterior is much less severe in reality than in the picture, which cannot reveal the details of color and perspective. In planning the gymnasium attention was concentrated on the features of the interior, and the arrangement of these perforce defined the contour of the exterior. Ample dimensions were sought, and to secure these the money was spent, and not on outside adornment. Decidedly the most distinctive feature of the building is its comprehensiveness. Here there is a marked departure from the conventional type in western colleges. The number of courts, for example, is altogether unusual in the West. However, every expert consulted emphasized their importance, for it is now recognized that comparatively few young men keep a sustained and consistent interest in physical exercise if the exercise has not the nature of a game. Gymnastics and drill cannot fascinate, except perhaps at the start, and are soon discontinued when not obligatory. Hand-ball and games of the kind have an unflinching charm for all ages and dispositions and at the same time afford excellent exercise. In nearly all the late gymnasiums of the East effort is made to provide as many game courts as possible.

Distinctive, too, are the club features of the building. Many of the large colleges have their Unions and distinct club houses where students can find recreation and entertainment in a favorable environment. At Creighton these will be consolidated with the gymnasium, and in every respect will be ample to fill all needs for years to come.



### NEW ST. RITA'S SCHOOL, CHICAGO, ILL., DEDICATED.

St. Rita's new church and school recently erected in Chicago was formally dedicated on Oct. 28, by His Grace, Archbishop Mundelein.

Ground was broken for the new building Sept. 21, 1915, and work progressed rapidly enough to permit the laying of the corner stone early in November.

The new school, or rather that portion of it which has just been completed, occupies a ground space of approximately 125 by 125 feet and is two stories and basement in height.

The upper story has been arranged for seven classrooms, part of which houses a convertible chapel and parish hall, in all accommodating in the neighborhood of eight hundred people, and one standard classroom. The convertible hood of eight hundred people, and one standard classroom. The convertible area in the auditorium was devised by the pastor and permits of easy change from church to school hall.

In the basement there will be found a large playroom for the children, together with toilet facilities adjacent to the boiler room, coal bins and the ventilating fan room.

The exterior of the building is in a classic spirit, with a generous pilaster treatment in Romans doric, and is built up of red face brick and gray terra cotta. The general treatment indicates the Roman simplicity of detail and form with a striking exhibition and solidity and strength combining to shape a most harmonious and dignified whole.

The interior of the building is of standard fireproof school construction with large light rooms equipped with the latest in school furniture. Exits are plentiful and are reached by means of iron stairways wide and roomy.



## HUMOR

## By Doing the Same.

A teacher in a certain school received the following note the other day:

"Excuse Willie's absence from school yesterday, as he fell in the mud. By doing the same you will greatly oblige his mother."

## In It.

"Can you tell me?" the Sunday-school teacher asked, "why Daniel when he was cast into the den with the lions, was unharmed?"

"I can, please," piped a juvenile voice.

"Well?"

"'Cause he b'longed to the show."

## Tabloid Shakespeare

A young friend of mine came home from a moving picture of "Macbeth."

"Did you enjoy it?" I asked.

"Oh, yes," she replied carelessly, and then added with enthusiasm: "I'm so glad I saw it, because now I won't ever have to read the play!"

## In A Nutshell.

One of our boys wrote the following terse narrative about Elijah: "There was a man named Elijah. He had some bears and lived in a cave. Some boys tormented him. He said: 'If you keep on throwing stones at me I'll turn the bears on you and they'll eat you up.' And they did and he did and the bears did."—Southern Cross.

## A Shopper.

Clerk—"Now, see here, little girl, I can't spend the whole day showing you penny toys. Do you want the earth with a little red fence around it for one cent?"

Little Girl—"Let me see it."—Life.

## Avoiding Confusion.

"Can you make anything out of the news from Europe?"

"Easiest thing in the world. I only read the newspapers every other day. In this way I get a connected story of one side or the other and avoid the denials."—Puck.

## Some Consolation.

The following incident will explain the futility of the help given by most parents: "One day a little girl took home her arithmetic lesson to learn. As usual, her mother helped her. The next day, on the child's return from school, her mother said: "Did you have a successful day at school, Dorothy?"

"Yes, mamma," was the reply.

"Were the problems all right?" continued the mother.

"Oh, the problems," said Dorothy, "no, none of them was right, but don't feel badly, mamma, none of the other mothers had them right either."

## She Was Excused.

When little Mary arrived at school that morning she went straight up to teacher and asked to be excused promptly at 12 o'clock. And as a reason for her unusual request, she explained that one of her aunts, with her three little boys, who were very, very mischievous, were expected to arrive at 12:30. Her mamma, she added, wanted her to be home to play with the youngsters and keep an eye on what they did.

"I don't know, Mary," said teacher with a shake of her head. "There are only certain conditions under which a pupil can be excused for the day. Here I have a list of them. Let me see if your request could possibly come under any of them."

And as teacher ran down the list, little Mary looked over her shoulder hopefully.

"Oh, teacher!" she cried, presently, "here it is—'domestic affliction!'"

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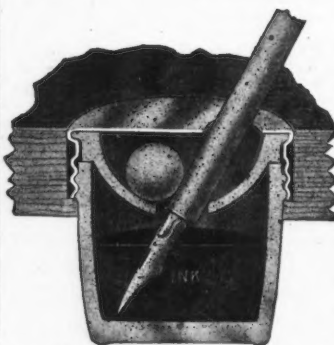
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Always closed, requires filling but once or twice a year. Economical,

Durable, Sanitary. Ball cannot be removed. Is practically DUST PROOF and AIR TIGHT. Is flush with the top of the desk and nickel plated.

Write for sample and prices on our full line.

SQUIRES INKWELL CO.  
941 Liberty Ave. PITTSBURG, PA.

### HEALTH HINTS. Fresh Air.

#### Attention!

The school child must give it for five hours a day, or his time in school is worse than wasted, it is spent in rebreathing foul air to his physical and mental detriment.

Attention means an alert mind, blood unpoisoned with carbon dioxide, in short, fresh air. No human being can keep his attention fixed upon his work unless he has fresh air to breathe.

Fresh air is the cheapest thing God Almighty makes, yet it is a scarce commodity in a great many public and private schoolrooms, because those in authority are afraid to admit it in the quantities necessary for health.

The chief danger to children in schoolrooms is from such contagious diseases as coryza (common "cold" in the head), sore throat, diphtheria, measles, whooping cough and the other so-called "children's diseases"—as though the poor kids had a first mortgage on disease! All of these diseases prevail inversely as the ventilation of the schoolroom. In open air schoolrooms they are conspicuously infrequent; in nice warm foul air schoolrooms they are most common.

A great deal of the nervous fatigue of teachers—they like to imagine it is "overwork," as though work ever caused disease!—and the inattention of school children is plainly due to stagnant, dry, warm, often vile air.

Of course, some school boards are so very old womanish as to prohibit the opening of windows, and the poor teacher, along with her suffering, dull-minded brood, must endure the poisoning, rather than interfere with the imaginary working of a patient, expensive system of ventilation that doesn't vent.

We would like to suggest right here that the dry atmosphere of the schoolroom is much improved by keeping a shallow pan of water on the radiator day and night.

#### The Feet.

The feet are just as important as any other part of the body. In fact, a healthful condition of the feet is closely connected with a sound condition of the body, nerves and brain, and consequently, with the happiness of the individual. Fatigue and nervousness are more often due to tired, aching feet than to any other cause.

Shoes should be strong and comfortable. They should be kept clean and neat. Thin soled shoes do not afford sufficient protection for the average worker, particularly when he is obliged to stand and work for hours in a cold, wet, or drafty place.

The worker should wear shoes that fit and do not tire the feet. Tight shoes and stockings hinder the circulation of the blood in the feet and legs and crowd the joints and muscles so closely that the nervous system suffers a strain and shock that is as cruel as it is unnecessary. Heels too high or too low may weaken the feet; pointed toes and narrow lasts are responsible for corns and bunions; and the condition known as flat-foot or broken arch is due to the wearing of improperly made shoes or to the fact that the worker is obliged to be on his feet all day long.

Heels much too high or placed under the arch of the foot throw the body into such an unnatural position when walking or standing, that other muscles and organs besides the feet are seriously affected. Physiologists tell us that a high arched foot can be naturally developed and kept in shape by exercise in walking. Special exercises and artificial helps are necessary if our feet are to be kept normal and we find it impossible to do much walking every day. The practice of rising on the toes for a few minutes each morning, bearing the body's weight towards the outer edges of the soles, has been suggested by foot specialists both as a cure and as a preventative of flat-footedness.—From Hygiene for the Worker.

#### Stuttering.

Children suffering from such a speech defect as stuttering, are highly strung or sensitively organized. They are emotional, temperamental, and easily influenced.

Cure, in this medical age, is like that for other nervous diseases—re-education. These long standing psychoneuroses are chronic conditions, and only a long and patient training will remove them, so that lungs, voice, lips and tongue will again work in harmony. The whole character often has to be reconstructed, the whole inner life reorganized. To cite definitely, defective speech is a distinct

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CATAWBA (Sourly) - - - -	.95	4.00	13.50
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#### SWEET ALTAR WINES

CHATEAU LA ROSE (Not tart, a trifle sweet) - - -	1.25	5.00	16.00
GOLDEN CHASSELAS (Sweet tinge) - - - - -	1.15	4.75	15.00
CHABLIS SUPERIOR (Acme of perfection) - - - - -	1.05	4.50	14.50
CHATEAU YQUEM (Banquet Wine) - - - - -	1.00	4.00	13.50
FONTAINEBLEAU (Sweet) -	1.15	4.75	15.00
VINUM ALTARIS (Imported from Spain, trifle sweet) -	2.25	7.00	26.00

Recommendations on request. Kindly ask for  
Price List.

## "A Sort of Dull Red"



What a ridiculous, indefinite color nomenclature is that now in general use! What a pity that in present-day education there is no practical effort to correct the bizarre and incongruous naming of colors!

How can a child get a clear mental picture of any color or gradation of color unless an unvarying and provable system of color measurement is generally adopted?

Consider this vital subject carefully, and let us tell you about the

## Munsell Color System

which overcomes all this groping about and provides an accurate and adequate color language.

The Munsell System measures the three dimensions of color, establishes a scale, measures its intervals and names its qualities in unmistakable fashion. Yet the Munsell System is simple and easy to learn, and is attractive to any normal child.

You certainly will want to read about this wonderful system. All the details are printed in a circular which we will be glad to send you, free, on request. Or for 40 cents we will include a box of Munsell colors.

WADSWORTH, HOWLAND & CO., Inc.

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Boston, Mass.



form of nervous disease; it can be properly and legally treated by teachers under the guidance of a physician, the treatment being the re-education of the cerebral speech mechanism, and this re-education is brought about largely through the accurate physiological use of the vocal organs.

#### News Item.

Teachers of typewriting will be pleased to know that the New York Board of Education has placed "Advanced Typewriting and Office Training" by M. E. Zinman of the Bay Ridge High School on the official supply list for 1917-1919. No book has been published within recent years that has a greater value to the teacher than this unique work. It is published by Isaac Pitman & Sons, 2 West 45th Street, New York.

#### Read Christkind for a Happy Christmas.

A new Christmas play, written to make Christmas happier by showing that the Christchild is the real Giver of all good things to the children at Christmas and that the true Christmas spirit in young and old can be found only by belief in the Saviour.

It was first produced on Dec. 12, 1915, before an audience of over a thousand and met with such great success that numerous requests for its repetition and its stage right have been made.

The St. Joseph's School, Hancock, Mich., was next to stage it and acknowledged it to be a most successful play.

Christmas scenes in the homes of rich and poor are depicted and a vision of Christkind, the Christchild coming with its angels on the Holy Night, besides numerous effects such as Midnightmassbells, wind, snow, New Year's bells, whistles, shots, etc., are all in the play.

There are twenty-one speaking characters. However, by doubling, it can be played with seven male and eight female characters. Two small boys and two small girls being included in this number.

Single copies \$1.00; per half dozen 75c each.

Per dozen or more, 50c each.

Stage right for each performance of one or all the acts, 5 per cent of the net proceeds.

The play may be performed in many ways to meet each particular requirement and each of its three acts may be given separately as a complete play.

Address F. A. Lethert, 970 Aurora Ave., St. Paul, Minn.

#### Child Labor Bill.

After years of careful study and effort, a great bill, which will be a boon and blessing to millions of children of this and future generations, has just been passed by Congress. It is known as "The Child-Labor Bill." President Wilson signed it on September 1st, and its provisions will go into effect one year from that date. It provides—that children under sixteen years shall not be employed in mines and quarries, that children under fourteen years shall not be employed in shops and factories and canneries, nor children between fourteen and sixteen employed more than eight hours a day or during the night season—it prohibits the shipment in interstate commerce or the offer for shipment of the products of any quarry, mine, factory, or cannery where children below these recognized standards of child protection were employed.

#### Christmas Victor Records.

Each nation has its distinctive Christmas music, England her carols and "Messiah," and Germany the simple hymns to the Christ-child. While France prefers noble songs of great composers, such as the superb "Holy Night" by Adolphe Adam, one of the foremost French writers. This timely feature of the new Victor Records for this month is eminently suited to the glorious voice of Caruso, who sings with characteristic simplicity and dignity the beautiful and inspiring lines.

Another important addition to the Victor Library of Music is Julia Culp's beautiful interpretation of Schubert's masterpiece, "My Sweet Repose." Her deeply emotional rendering of this is notable for smooth tone production and perfect rounding of phrase and period. Three charming little French songs for children are sung by Emma Calve with such evident enjoyment, that in "Au Clair de la Lune" we can almost see Pierrette at Pierrot's door asking for warmth and shelter. One of the few composers of salon music who has achieved success without sacrifice of quality is Meyer-Helmund. His works find so appreciative an admirer in Emilio de Gogorza, that the distinguished singer now gives us one of the best of them, the "Magic Song," sometimes called "The Magic of Thy Voice."

The world's greatest artist's in every branch of musical endeavor make records for the Victor. Whether or no you have a Victor or Victrola, any Victor dealer will be glad to play any music you wish to hear.

Just say: "I Saw It In The Catholic School Journal."

## Why the Augsburg Drawing?

**BECAUSE**—This system is based on the principle that drawing has a solid fixed mechanical basis comprising four essential elements: *position, direction, form, proportion.*

**BECAUSE**—Only one of the fundamental elements, *position*, is presented in the first lesson. The different combinations are studied one by one just as the different combinations are studied in addition and subtraction. The study and mastery of these simple combinations prove fascinating alike to teachers and pupils.

**BECAUSE**—Every step of the way is provided with the *how to do it* as well as the *what to do*. Every detail is given clearly and forcefully; given to be studied as a new principle in arithmetic is studied before trying to work problems involving that principle. This insures mastery of each principle involved, consequently it insures, also, the ability to draw.

**BECAUSE**—Models given are not to be copied, merely to be studied. Other similar objects are to be procured, studied in the same way, and drawn in the blank spaces below the lessons. This constant demand that the pupil *think* is sure to produce better results than the copying methods.

**BECAUSE**—Perspective, the nightmare of most drawing classes, is introduced in a perfectly logical reasonable way, easy to learn and easy to teach.

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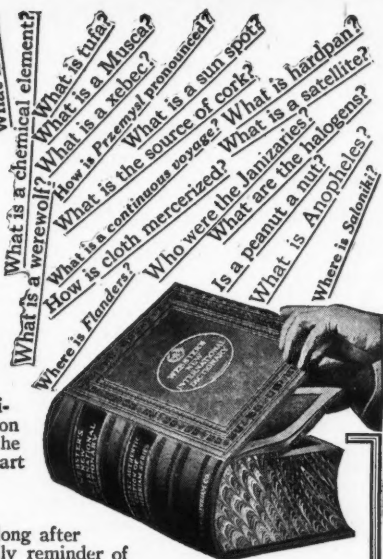
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### ANNIVERSARIES.

The Rt. Rev. Msgr. P. M. Abbelen, spiritual director of Notre Dame convent, celebrated on Nov. 13 the fiftieth anniversary of his arrival in this country. On Nov. 19, he observed his fortieth anniversary as chaplain of the convent.

Born in Germany 73 years ago last August, Father Abbelen came to America when he was 24 years old, and enrolled as a student in St. Francis Seminary. Following his ordination as a priest, he served as instructor at the seminary for a time and also held pastorates at La Crosse, Prairie du Chien and Chippewa Falls, prior to his appointment as spiritual director of Notre Dame convent. In February, 1906, he was invested with the title and insignia of Domestic Prelate to Pope Pius X., the ceremony being performed by Archbishop Messmer, assisted by several priests from Milwaukee and the northwest.

The seven hundredth anniversary of the approval of the Dominican Order by Pope Honorius III was observed by the Dominicans at the Catholic University, Washington, with the following special program:

Tuesday, November 14, was known as "Hierarchy day," when Cardinals Gibbons, Farley and O'Connell were in attendance, as well as Archbishop John Bonzano, Apostolic Delegate to the United States.

Wednesday was "University Day"—when the Pontifical Mass was sung by the Apostolic Delegate. The entire faculty of the University and the student body participated in the exercises of this day.

Friday was "Dominican Students' Day." At 3:30 in the afternoon a scholastic disputation on a theological subject was defended by Rev. Brother

Richard Walter, O. P., of Piedmont, Va.

Thursday was "Civic Day." The exercises were held at 3:30 p. m. Addresses were delivered by Hon. W. Bourke Cochrane of New York, Hon. Charles Bonaparte of Baltimore, and others.

Sunday, Nov. 19, was "Religious Orders Day"—when all the various Orders in the Catholic Church were represented.

The ceremonies closed with the laity's celebration, at which men distinguished in state and national affairs were present.

Rev. Dominic Pantanella, S. J., treasurer of the College of the Sacred Heart, Denver, Col., has celebrated his eighty-fifth birthday. He was born in Isola-Lira, Italy, and joined the Society of Jesus in his twentieth year. He taught philosophy at Georgetown and Woodstock Universities, and in 1888 took up the foundation of Sacred Heart College, Denver, and has been its treasurer ever since.

Rev. Brother Elveus, the dean of the faculty of the Clason Point Military Academy, celebrated the golden jubilee of his entrance into the Order of the Christian Brothers on Sunday, November 5. The ceremonies began with a High Mass,

The celebration of the fiftieth anniversary of the establishment in Texas of the Congregation of Sisters of Charity of the Incarnate Word has just been held in the city of Galveston.

The Ursuline community of Waterford, Ireland, had the great joy of celebrating the centenary of their advent to the city, recently.

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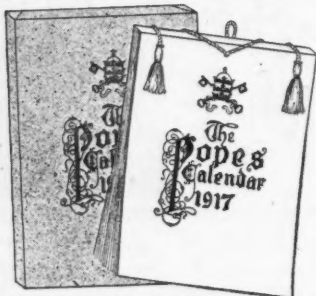
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### Early Rising at Columbia.

Columbia students will read with dismay Dean Frederick P. Keppel's annual report to President Butler, in which he advocates very strongly the holding of classes as early as 8 o'clock in the morning, instead of 9 o'clock as has been the custom at the university. The reason for this change is the difficulty which the authorities are finding in accommodating the large number of students which have enrolled at the college.

The dean comes out strongly for football in his report maintaining that: "With rare exceptions our athletic students are free from the assumption that the college owes something to the successful performer to be paid in greater leniency in academic requirements than is shown to other students, or even by a becoming complaisance toward 'cribbing' of various kinds. It is of the first importance that the student body as a whole and the athletes in particular should realize that to represent one's institution before the public is to enjoy a privilege and not to confer a favor.

"The effect upon the student-body at large was on the whole a good one. Most of the students recognized the sport for what it is—an excellent game to play, an interesting one to watch, a fine rally point for the development of college loyalty and enthusiasm—but not a form of religion."

### Opening of the Fordham School of Sociology.

On Monday evening, Nov. 6, the Fordham University School of Sociology and Social Service was formally opened in its lecture rooms in the Woolworth building. His Eminence Cardinal Farley, unable to attend because of his multitudinous duties, was represented by Bishop Hayes. The president of the university, the Rev. Joseph A. Mulry, S. J., surrounded by the faculty of the school and in the presence of the registered student body of over 200, in the name of the board of trustees, declared open this new department of the university.

Dr. James J. Walsh, together with Dr. Thomas F. Reilly, will lecture in the school one hour a week on "The Medical and Hygienic Groundwork of Social Service."

### University of Chicago to Get Medical School.

The general education board, in co-operation with the Rockefeller foundation, has appropriated \$2,000,000 to the University of Chicago for the establishment of a high grade medical school.

The University will appropriate at least the same amount and will give a site valued at \$500,000. An additional sum of \$3,300,000 will be raised by the university. The new medical school will start with an initial endowment of almost \$8,000,000, which, according to Dr. Abraham Flexner, who made the announcement, is the largest ever provided for any college of medicine in the world.

Chicago was chosen for the site of the new school, he declared, because it presented a "virgin field, New York and other large eastern cities having excellent schools."

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## TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

### Systematic Guidance for Teachers in Training in the Grades.

Charles E. Barnum, Critic Teacher, of Brooklyn, New York, in an interesting contribution to a recent issue of "The Pedagogical Seminary" emphasizes the following points:

Observation of the work done by teachers-in-training and their own testimony in personal conference, reveal certain common deficiencies: First, young teachers lack the habit of reflecting on their own work for the purposes of profiting by experience. Instead of this, many of them have unconsciously acquired the habit of mourning over their failures. "My children don't know a thing," has a familiar ring to most of us. Can we train these young people from the very beginning to put their energy into reasoning instead of into emotion. "To keep intellectual side up?" I believe we can if we go about it systematically. And it is certainly worth the effort, for the establishment among any considerable number of our youngest teachers would make for a more proficient spirit and a more scientific attitude of mind in our teaching force. It would make for happiness by putting a teacher's happiness in her own hands.

Teachers often say: "I am so discouraged. I never receive a word of praise." One who works at a problem with the mental attitude of the scientist, the thoughtful observer, has little need of praise from superior officers. Such a teacher is not likely to be either static or discontented.

Satisfaction comes with the joy of discovery. Mental depression has little hold on a mind actually engaged in thought. Moreover, there can be no one so interested in a teacher's work as she herself. No one can know the breadth and depth of it but herself. No one can improve it much but herself. This thought gives to the beginner a stimulating feeling of adulthood and prevents any attitude of slavishness.

Considerable emphasis has been laid and must be laid on the preparation of lessons. I would not decrease the time spent on preparation, but I submit that a very important factor in preparation is lost if reflection on the previous work of lesson giving and on the pupils' response is neglected. This brings up the second lack that young teachers exhibit—the habit of basing the work presented to the pupils on the needs of individual children. It is a very difficult thing to gauge the abilities of forty-five or more human beings of any age. It is an equally difficult task to give to each the exercise which is the next logical step in his education. It is only by close study and deep thought that these can be done. But the more difficult it is the greater the need of beginning at the very outset to cultivate the habit of observing the individual child and adapting each day's work to his needs.

It may be argued that to place such an aim before the beginner is bewildering and discouraging. This would be true if the work of training were not made systematic and obviously progressing towards the end of showing the students practical ways of observing and studying children and practical methods of using the knowledge thus gained. Moreover the approach to the subject needs to be attractive and convincing. Otherwise a scare and shaken confidence may follow the first plunge.

This brings us to the third great lack of the young teacher. It may be called a lack of conviction rather than a lack of habit. Too many of them have escaped from the practice term unconvinced that the best discipline may be obtained through good teaching. The cling to the idea that if they could get discipline first, teaching would be a simple matter. This is not a matter to be glossed over and kept in the background. It is better to grapple with it at the outset, for so often unhappiness and loss of health and spirits are the result of this struggle to get discipline first. Too much effort cannot be spent on establishing the conviction in the minds of the pupils' teachers that their salvation in "discipline" is to be sought in good teaching.

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A thoughtful reading of some good pedagogical literature is an ever present duty, not to say privilege, of every earnest teacher. We fear that it is a duty which is more or less neglected. What kind of service should we expect of a physician who was not also a student? What kind of sermons should we get from a minister whose reading was discontinued on graduation from the seminary? Not less essential is it than in these instances, for an educator to keep his soul active and alert and his mental storehouse full by continuous contact with the brightest and best thoughts, discoveries, methods and practices of the ablest workers in the great profession of teaching. For it is a great profession, becoming such in hardly more than a generation,—and yet it has established its principles and perfected an abundant literature, which is thoroughly worth reading and to neglect which is to perish, professionally. It is as disastrous for a teacher as for a doctor to stop studying and still go on practicing his profession. Lamentable consequences,—the wreck of physical lives in the doctor's case, and of intellectual lives in the case of the teacher, follow such neglect. It is a question whose responsibility is the greater?

This is the season of the year in which to lay out a course of reading for the long autumn and winter evenings. If two or more teacher friends are so situated that they can work together it is all the better. It is a splendid practice to read a good, solid, worth-while book with one or more comrades and stop now and then to discuss its meaning and debate suggested questions. This not only makes the content of the book more thoroughly your own, but it also stimulates original thought and cultivates the ability of self-expression. The results will immediately be felt in the class room. There is always a demand for live, growing teachers for preferred positions.

The publishers offer many worthy series of books for the self-cultivation of teachers. Ask the Appletons, the Macmillans, the American Book Company, D. C. Heath and Company, or the Houghton Mifflin Company for suggestions. They will lay before you a feast of delectable viands that will whet your intellectual appetite to the utmost. Do not go to seed! Keep alive and growing! It will pay in satisfaction, in pleasure, in terms of efficiency, and, in all probability, in ultimate promotions.—"Education."

**The Root Idea.**

The following excerpt from a timely and thoughtful article by Rt. Rev. Bishop Shahan, the scholarly rector of the Catholic University of America, recently appeared in the magazine section of the New York Sun. It will be helpful to Catholic parents and inspiring to Catholic youth:

The root idea of Catholic education is the intimate binding of the human individual with God. God is our maker, ruler, and judge, our end and reward. We cannot escape this primal fact of existence, so deep and original, so all-pervading that it over-shadows and conditions the whole range of being, and alone furnishes the key to the endless problems of nature, history and life. It is quite true that man has other relations, e. g., social and political, but it is also true that they are the creation of the individual, shaped and colored by his early training and its consequent temper or bias.

The Catholic Church has always bravely and successfully faced this issue, the recognition of God's supreme place in the individual life, His rights, law, honor, service and worship. Her entire career is a commentary on St. Paul's brave and lucid discourse to the men of Athens. Since then no human considerations have ever swayed her from teaching mankind the existence of God, the attributes of His divine nature and His loving concern for man's welfare, temporal and spiritual. When the little Catholic child learns the opening lines of the catechism and grasps the great fact that he is God's beloved creature, made to know, love and serve his Maker, he has acquired a working philosophy of life, a compass on its stormy sea, which will insure his spiritual safety where others perish unhappily for lack of right knowledge of the nature and purpose of human life.

"The first attempts at learning should be successful if only in small measure; defeat at the outset has a hundred per cent more of the injurious in it than it will have ten years later."—Dr. Pace.

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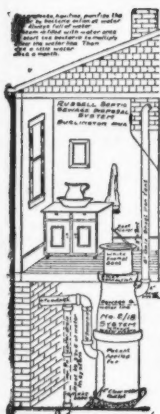
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Bearing the imprimatur of John Cardinal Farley, Archbishop of New York, this is a theological treatise of twenty chapters. Its scope is best indicated by mentioning some of these: "The Catholic Theologians of Our Day are Unanimous, Outspoken and Positive in Teaching that Acts of Love and Perfect Contrition are Easy and Common." "Love of God is Natural for Men and Women of Good Will."

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In this story of convent boarding school life, "Uncle Frank's Mary" is looking forward to the home coming at commencement time of her mother and twin sisters who have been detained abroad for two years. How, her hopes dashed to the ground by a shipwreck in which her loved ones are among the missing, she bears up with rare courage, and how all ends well in a joyful re-union, is the theme of this interesting story.

Who's Who in America. For 1916-1917 (Vol. IX). Edited by Albert Nelson Marquis.

Who's Who in American for the years 1916-1917 has just come from the press. This is the ninth biennial issue of this well known standard biographical reference book.

Starting away back in 1899 with 800 pages, the book now contains over 3000 pages. The first edition, published 18 years ago, contained 8000 biographical sketches. This new edition contains 22,000 such sketches.

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"Reading and the Mind. With Something to Read." By Rev. J. F. X. O'Connor, S. J., Professor of Mental Philosophy and Literature in St. Joseph's College, Philadelphia. Pa. Paper, 209 pages, Price \$1.00. Press of McManus, Jr., & Co., Philadelphia.

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"Lights and Shadows." Scenes and sketches from the Mission Field. Compiled by Rev. Joseph Spieler. Translated by G. Lawrence. Cloth, 225 pages. 75 cents. Mission Press, S. V. D., Techny, Illinois.

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The impelling force of the missionary zeal here depicted is that injunction of the departing Saviour, "Going therefore, teach ye all nations, baptizing them in the name of the Father, and the Son and of the Holy Ghost." Undaunted by climatic conditions, by respect and admiration but enlist our support in the cause of the missions.

"The Ideal Catholic Readers." Sixth Readers. By A Sister of St. Joseph. Cloth, 375 pages. Illustrated. 60 cents. The Macmillan Company, New York.

In "The Sixth Reader" of "The Ideal Catholic Series" while the religious feature is emphasized, due attention is paid to the patriotic, aesthetic, social, literary and intellectual phase of education. The numerous narratives from the Old and New Testaments; interesting historical and biographical sketches, admirable nature studies, thrilling stories and exquisite poetical selections presented in this reader combine to make for the harmonious development of every faculty of the child.

"First Lessons in American History." By S. E. Forman, Author of "A History of The United States." "Advanced Civics," etc. Cloth. 348 pages. Illustrated. 65 cents. The Century Co., New York.

Treated on its biographical side, this "History of America" for beginners centers around the men who have been leaders in American life. It is in a true sense a history of the country's growth which is illustrated by numerous pictures and maps.

"Vocational and Moral Guidance." By Jesse Buttrick Davis, A. B., A. M., Principal of the Central High School and Vocational Director of the City of Grand Rapids, Michigan. Secretary of the National Vocational Guidance Association. Cloth. 303 pages. Price \$1.25. Ginn and Company, 29 Beacon St., Boston.

This book aims to set forth the results of several years of experimentation and study of the problems relating to the vocational and moral guidance of young people. Its contents are suggestive of ways and means to meet a few of the perplexing demands that modern conditions are making upon the public schools.

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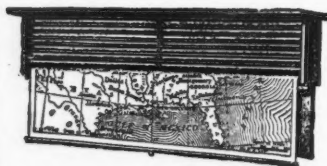
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Continued from Page 357

be done in groups or classes as reading and writing may be taught. The thrill of holy joy which lifts our hearts to God when we find that little John or Nellie is learning to overcome his or her selfishness seldom comes to encourage the teacher of the crowded class-room. What must often happen is that the overworked teacher is constrained to compromise with John's or Nellie's naughtiness, because it would take too much time to combat it directly and firmly.

To get little children to do the duty before them by reminding them of the promised reward is one of such time-serving devices. The effect of this kind of discipline is disastrous. Competition for prizes, merit-cards, first-places, etc., work great moral harm to both those who win and those who lose. Higher, better motives should be set before our children. Blind obedience, the submitting to authority because God so ordained is not one of the least effective motives, if rightly presented to the child's heart and mind. The resulting moral habit is a precious safeguard in after life. Young men and women accustomed from childhood to square their lives by God's law, will not often be overcome by sudden temptation—still less will they be likely to be won over to any sacrifice of principle by the specious reasoning of opportunism. For them the wrong will be wrong no matter how opportune. But this method of training is of course old-fashioned. Prayer has been indicated above as our chief, almost our only recourse in dealing with spoiled children. Happily there are few "advanced" cases among our young pupils. Confidence in the curative as well as the educative power of God's grace—confidence, too, in the curableness of human nature—is our best preparation for the work of combating moral disease at any stage. We know, moreover, that our little pupils of six or eight coming for the most part, from good Catholic homes cannot have wandered far from the voice of the Good Shepherd. They are still "trailing clouds of glory" and, given the time, it is not hard for the teacher to win their confidence and help their efforts. Winning the confidence and affection of the children is one of the surest means of finding God in their souls. And, after all, to remove the obstacles to God's grace to prepare the way for the breathings of His Spirit, is the most and the best we can do. May a merciful Providence hasten the day when our devoted primary teachers may be allowed the time to note and study and work with God's action in the souls of our little children.



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Rock of Ages, cleft for me,  
Let me hide myself in Thee;  
Let the water and the blood,  
From Thy wounded side which flowed  
Be of sin the double cure,  
Save from wrath and make me pure.

Could my tears forever flow,  
Could my zeal no longer know,  
These for sin could not atone,  
Thou must save and Thou alone;  
In my hand no price I bring,  
Simply to Thy cross I cling.

While I draw this fleeting breath,  
When my eyes shall close in death,  
When I rise to world's unknown,  
And behold Thee on thy throne,  
Rock of Ages, cleft for me,  
Let me hide myself in Thee.

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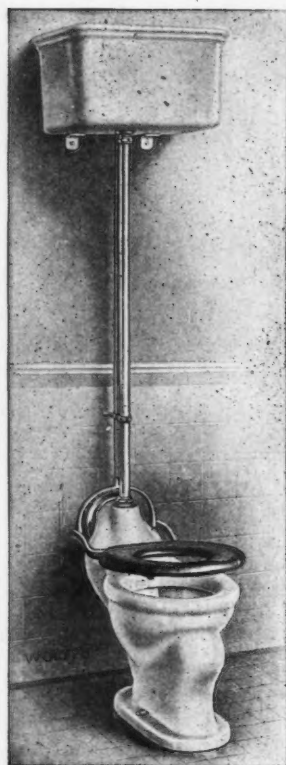
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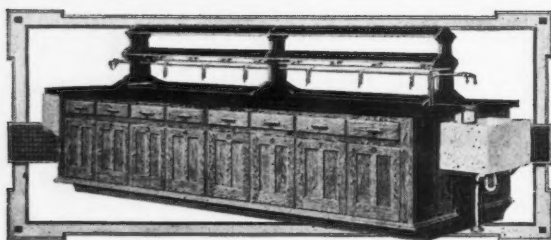
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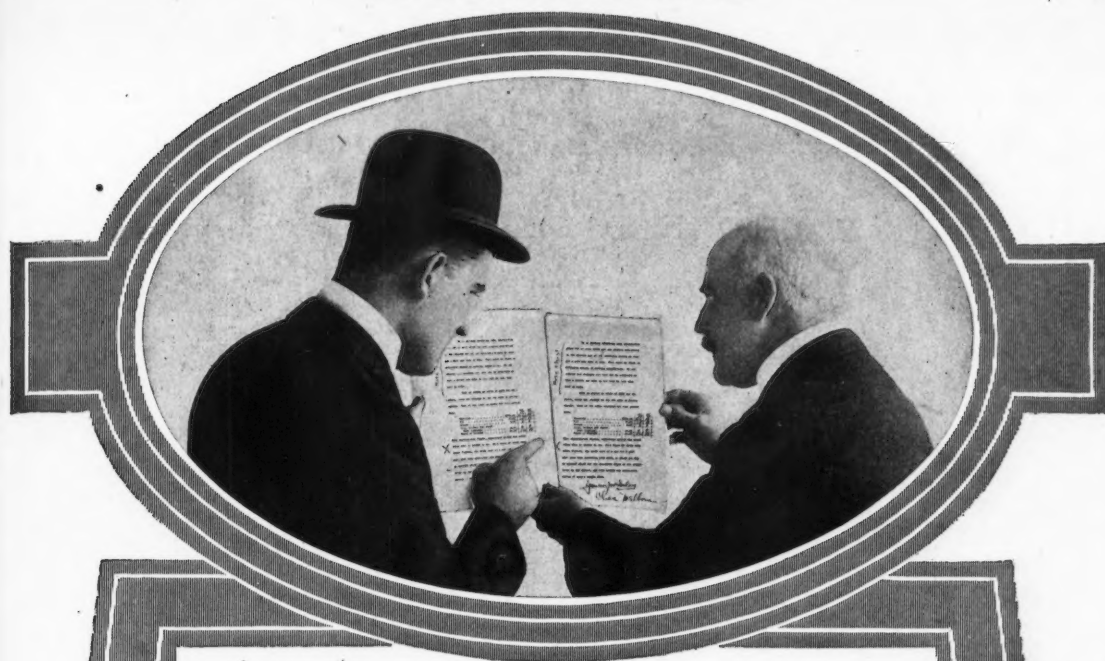
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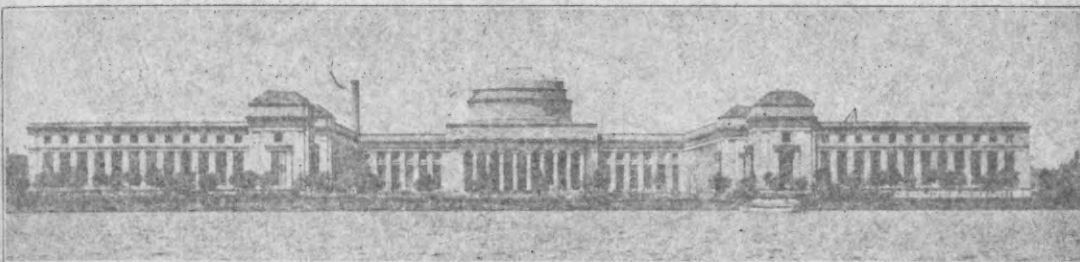
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